

School Name: Francis W. Parker Montessori School 56

School Number: 5556

Street Address: 2353 Columbia Ave

City: Indianapolis

Zip Code: 46205

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

For implementation during the following years: 2019-2022, 2020-2023, 2021-2024,
2022-2025 (Highlight implementation years)

----- CONTACT INFORMATION -----

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Read all the way through this document before beginning your work.

--- BASIC REQUIREMENTS ---

Principals are required to coordinate the development of an initial three (3) year strategic and continuous school improvement and achievement plan and to annually review these plans. Whether developing a new plan or updating an existing plan, schools must assess their progress and make necessary changes to ensure continuous improvement.

When completed, this document satisfies requirements in Indiana's Every Student Succeeds Act (ESSA) Plan, federal and state laws, and requirements for Title I Schoolwide Programs. This template contains components that may or may not apply to all schools at all times. **Indication as to who is required to complete a section is noted at the beginning of each Core Element area.**

Common abbreviations used in the plan are:

ESSA Every Student Succeeds Act – replaced No Child Left Behind in the reauthorization of federal education law
TSI Targeted Support and Improvement – federal government school designation under ESSA
ATSI Additional Targeted Support and Improvement – federal government school designation under ESSA
CSI Comprehensive Support and Improvement – federal government designation under ESSA

Who is required to submit a school improvement plan (SIP)? **All public and private schools**

Who is required to submit a comprehensive needs assessment (CNA)? **Schools that receive Title I funds AND schools classified as TSI, ATSI, and/or CSI**

Who is required to use the Indiana Department of Education's SIP template? **Schools classified as TSI, ATSI and/or CSI**

Who is required to use the Indiana Department of Education's CNA template? **Schools classified as CSI**

If you are unsure of your school's identification as TSI, ATSI, and/or CSI, you can find out [HERE](#). (Highlight answer choices below.)

This is an initial three (3) year plan. Yes No	This is a review/update of a plan currently in use. Yes No
This school is identified as the following by the federal government: (Highlight all that apply) TSI, ATSI, CSI	
(TSI only) Underperforming student groups identified by the federal government: (highlight all that apply) ELA, Math, Attend., Grad., Spec. Ed., ELL, Free/Red., Hisp., Black, White, Multi-Racial, Asian, Am. Indian/AK Nat., Native HI/Other Pac. Is.	
This school receives Title IA funding. Yes No	Is the school's Title I program Schoolwide or Targeted Assistance? SW TA
<i>*If you are unsure about Title IA funding and/or the type of program, contact your federal programs specialist.</i>	

--- PLANNING COMMITTEE [Required for all] ---

Schools that are required to conduct a comprehensive needs assessments (CNA) and/or school improvement plan (SIP) must assess the school's needs using a committee comprised of stakeholders, including, but not limited to teachers, administrators, parents, and community and business leaders. Some schools may opt to have separate committees for conducting the needs assessment and developing the school improvement plan, while others may not. Simply indicate if a member serves on either or both in the "Committee(s)" column. Many schools may have sub-committees to focus on prioritized areas such as language arts, math, attendance, etc. Indicate this in the "CNA/SIP Sub-committee(s) column below. To be sure the needs of each underperforming student group are addressed, **schools classified as TSI or ATSI must have a sub-committee for each underperforming group.**

List members of the committee below and **highlight** the committee(s) on which they serve. If a member serves on more than one subcommittee, list all those on which the member serves.

Member Name	Title	Committee(s)	CNA/SIP Sub-committee(s)
Sample: Alma Smith	<i>Teacher</i>	<i>CNA, SIP, BOTH</i>	<i>ELA, Black, Spec. Ed.</i>
Christine Rembert	Principal	CNA, SIP, Both	Spec. Ed.
Michelle Bolinger	Assistant Principal	CNA, SIP, Both	Spec. Ed.
Rev. Ketree Davis	Community Member	CNA, SIP, Both	Black
Darren Dubois	Teacher	CNA, SIP, Both	Spec. Ed.
Patricia Mong	Teacher	CNA, SIP, Both	ELA
Karen Young	Parent	CNA, SIP, Both	Spec. Ed.
Cheryl Norman	Teacher	CNA, SIP, Both	ELA, Math
Amy Barnes	Teacher	CNA, SIP, Both	Spec. Ed.
Melisa Alkire	Teacher	CNA, SIP, Both	ELA, Math
Dan Findley	Teacher	CNA, SIP, Both	ELA
James Gordon	Social Worker	CNA, SIP, Both	Spec. Ed
Shannon Messer	Instructional Assistant	CNA, SIP, Both	Black
Lauren Wagner	Teacher	CNA, SIP, Both	Spec. Ed.
Jennifer Wood	Teacher	CNA, SIP, Both	Black
LeeAnne Kee	Media Specialist Teacher	CNA, SIP, Both	ELA
Allison Watkins	Teacher	CNA, SIP, Both	ELA
Angela Ruiz	Teacher	CNA, SIP, Both	Math
Tom Busam	Instructional Assistant	CNA, SIP, Both	Math
Nashia Abdul-Aleem	Family and Community Liaison	CNA, SIP, Both	Black
Jennifer Buchanan-Schwanke	Secretary	CNA, SIP, Both	Black
Angie Dunbar	Parent	CNA, SIP, Both	Black

Beth Reidman	Parent	CNA, SIP, Both	Black
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--- ALIGNMENT [optional] ---

A systems-based approach to continuous school improvement involves alignment across the district. While still being attentive to their unique needs, schools should align curricular, instructional, and assessment programs with the district's vision, mission, and goals.

Assess the school's alignment with the district using this page. If necessary, work with district personnel to make necessary changes before moving forward with the needs assessment. If there is not enough room to type or cut-and-paste the information below, attach appropriate documents.

District Vision:	IPS is a family of excellent public schools in which every student has the opportunity to succeed and the power to create their own future.	School Vision:	We believe expectations should be high for all students and staff with a holistic approach driving individualized instruction necessary for lifelong learning. All students are deserving of adults who respect, appreciate, and acknowledge their diversity and uniqueness and strong, supportive, compassionate relationships that set the stage for students to reach their full potential. Opportunities to experience the world and successfully develop academic, social, and emotional skills abound in order for students to engage as productive citizens in the global economy.
District Mission:	IPS empowers and educates all students to think critically, creatively, and responsibly, to embrace diversity, and to pursue their dreams with purpose.	School Mission:	Our mission is to provide our students with an exemplary education. Our students will have the tools they need to value the diversity of others, respect the world in which they live and have the skills they need to make good decisions.
District Goals:	<p>Goal 1: Student-Centered Teaching & Learning: Integrate SEL programs and align high-quality instructional, curricular and assessment resources.</p> <p>Goal 2: High-Performing Team: Recruit and retain talent by developing staff and holding them accountable for implementation of IPS' shared vision of excellence.</p> <p>Goals 3: Racial Equity Mindset: Strengthen and expand racial equity work to eliminate opportunity gaps and build capacity for team members to persistently interrupt and address institutional bias.</p> <p>Goal 4: School-Centered Central Services: Design Central Services to transparently and effectively meet the needs of schools.</p> <p>Goal 5: Engaged Families, Team & Partners: Engage families, team members and the community in authentic and collaborative partnerships to improve student outcomes.</p> <p>Goal 6: Sustainable Finances and Operations: Strengthen and expand efforts to equitably and efficiently allocate resources across IPS schools.</p>		

Does the school's vision support the district's vision? **Yes** No
 Does the school's mission support the district's mission? **Yes** No
 Do the school's mission and vision support district goals? **Yes** No

If the school's mission, vision, and/or goals are not aligned with those of the district, what steps will the school take to do so? N/A

SECTION A: Review Essential Information

All schools are required to provide basic information about the following **core elements**: curriculum; assessment; safe and disciplined learning environment; technology; cultural competency; parental involvement; secondary offerings; and, career awareness and development. Information requested in the following sections is intended to promote discussion about how the core element might be aiding or inhibiting continuous school improvement efforts. Responses are NOT to monitor compliance. After discussion, place an 'x' in the last column if the items should be considered by the school's planning team when reviewing data and/or developing school goals. Do this for all tables where the 'x' column exists.

Core Element 1: Curriculum [Required for all]

List primary curriculum resources (i.e. adopted materials) and supplementary materials such as online subscriptions or other such materials used by the majority of teachers. Subject/Courses should include: English/language arts, math, social studies, science, visual arts, music, health, and physical education. Assess the degree to which these resources are aligned with the Indiana Academic Standards. Consider the need to keep, replace, or discontinue use of materials that are not essential for instruction. If room does not allow for all resources to be listed below, continue the list on a separate page and attach it to this document. Secondary schools may attach or link course descriptions.

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier (highlight all that apply)	Rationale for Resource Use	Continue Use?	X
Sample: <i>Reading</i>	1-6	<i>ABC Reading is Fun</i>	Yes	Tier 1, 2, 3	<i>Textbook and readers are core component of reading program.</i>	Yes No	
Cross-Curricular	K-8	Montessori Curriculum	Yes No	Tier 1 , 2, 3	Curriculum facilitates instruction of geography, ELA, and math following the principles of the Montessori method.	Yes No	X
ELA	K-8	ELA Curriculum Maps	Yes No	Tier 1 , 2, 3	Maps facilitate pacing and standards based instruction	Yes No	X
Math	K-8	Math Curriculum Maps	Yes No	Tier 1 , 2, 3	Maps facilitate pacing and standards based instruction	Yes No	X
Cross-Curricular	6-8	Project Lead the Way	Yes No	Tier 1 , 2, 3	Curriculum provides project-based learning activities in computer science, biomedical science, and engineering.	Yes No	X
ELA	K-8	Houghton-Mifflin Harcourt	Yes No	Tier 1, 2 , 3	Curriculum provides research-based, adaptive literacy instruction supportive of instruction of standards and the	Yes No	

					incorporation of social-emotional learning and culturally relevant practices		
ELA	K-6	Words Their Way	Yes No	Tier 1, 2, 3	Curriculum supports the development of developmental spelling, phonics, and vocabulary skills	Yes No	
ELA	K-8	ReadWorks	Yes No	Tier 1, 2, 3	Curriculum supports development of reading comprehension	Yes No	
ELA	K-5	Lexia Core5 Reading	Yes No	Tier 1, 2, 3	Curriculum supports development of critical reading and language skills	Yes No	
Math	K-8	Dreambox	Yes No	Tier 1, 2, 3	Curriculum provides math adaptive content in alignment with Indiana Academic Standards	Yes No	
ELA	K-8	SPIRE	Yes No	Tier 1, 2, 3	Curriculum provides intensive intervention for Tier I and Tier II students through intensive, structured, and spiraling literacy instruction	Yes No	
Math	2-8	Waggle	Yes No	Tier 1, 2, 3	Curriculum provides rigorous lessons and practice personalized to address deficits and support instruction of content standards	Yes No	
ELA	K-2	iREAD	Yes No	Tier 1, 2, 3	Curriculum provides explicit instruction and guided practice adaptive to students' individual needs to build foundational literacy skills	Yes No	
ELA	K-2	Orton-Gillingham	Yes No	Tier 1, 2, 3	Curriculum provides explicit, systematic, multi-sensory phonics instruction to build foundational literacy skills.	Yes No	
ELA	K-8	Read Naturally	Yes No	Tier 1, 2, 3	Curriculum provides research-based reading interventions to improve fluency and comprehension and build vocabulary.	Yes No	

Core Element 1: Curriculum [Required for all]

Agree + Strongly Agree > 60%

Agree + Strongly Agree 40%-59%

Agree + Strongly Agree < 39%

Core Element 1: Curriculum

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
The school uses district-established curriculum that is aligned to the Indiana Academic Standards.	0%	4%	9%	22%	49%	16%
Pacing guides and/or curriculum maps are used to plan and teach a standards-based curriculum.	0%	4%	5%	22%	58%	11%
Teachers and staff are engaged in cross grade-level articulation of standards.	0%	5%	7%	24%	53%	11%
A culturally responsive curriculum is used to ensure all students' cultural differences are recognized and appreciated.	0%	0%	2%	27%	44%	27%

The public may view the school's curriculum in the following location(s):

- Building and district office

Core Element 2: Instructional Program [Required for all]

Schools are required to address the learning needs of all students and develop strategies, programs, and services to address such needs. Sound instructional practices are essential for students to reach the highest levels of academic achievement.

Strongly Agree > 60%

Agree + Strongly Agree 40%-59%

Agree + Strongly Agree < 39%

Core Element 2: Instructional Program

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
The school has a process for identifying the exceptional learning needs of students who are highly proficient and at risk of failure.	0%	0%	5%	15%	64%	16%
A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.	0%	7%	4%	31%	46%	11%
A variety of instructional strategies are employed to meet the diverse learning needs of students.	0%	0%	2%	13%	58%	27%
Teachers use strategies that monitor and adjust instructional during lessons (e.g. adjusted based on checks for understanding).	0%	0%	2%	15%	71%	13%
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	0%	2%	4%	24%	56%	15%
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	0%	0%	6%	7%	69%	19%
Instructional strategies provide students with multiple options for illustrating their knowledge.	0%	0%	4%	20%	58%	18%
Instructional strategies foster active participation by students during the instructional process.	0%	0%	2%	13%	58%	27%
Teachers and staff promote authentic learning and student engagement across all content areas.	0%	0%	4%	22%	60%	15%
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	0%	0%	2%	15%	69%	15%
Instructional strategies assist with bridging the cultural differences in the learning environment.	0%	0%	7%	22%	60%	11%
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	0%	2%	0%	27%	55%	16%
Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc).	2%	2%	4%	18%	55%	20%
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.	0%	4%	4%	24%	60%	9%

For Title I schools with Schoolwide Programs only:

Describe activities and programs implemented at the school to ensure that students who have difficulty mastering proficient and advanced levels of academic achievement are provided with effective and timely additional assistance.

- Parker Montessori School 56 has initiated the process of developing curriculum maps aligned with district pacing guides. Staff have identified priority standards and begun the process of developing standards aligned assessments. The process of developing rigorous units of study grouping critical standards, as well as identifying supporting standards, as well as the integration of the Montessori curriculum, will continue in order to ensure a guaranteed and viable curriculum seeded in Montessori methodology. Within these maps, tiered formative assessments and aligned proficiency scales will provide the means and data to elucidate the proficiency levels of all students to ensure instruction is responsive to individual needs. Performance data collected from NWEA, common formative assessments, Lexia, and Dreambox guide MTSS discussions to determine intervention needs and track efficacy. Additionally, programs such as Lexia, Dreambox, SPIRE, Waggle, iREAD, and Words Their Way are utilized to provide academic support for students in need of more intensive intervention.

Core Element 3: Assessment [Required for all]

List the assessments used **in addition to** the following statewide assessments: ILEARN, IREAD, I AM, ISPROUT, and PSAT. Include type of assessment (benchmark, common formative, or summative), the frequency with which these are administered, and a brief rationale for their use. To find out more about formative, interim, and summative assessments, click [HERE](#). Consider the need to keep, replace, or discontinue use of each assessment based on the value and use of the data it provides.

Assessment Name	Grade(s)	Frequency	Type and Rationale for Use	Continue Use	X
NWEA	K-8	Benchmark, Com. Form., Summative, Other	This interim assessment allows teachers to evaluate students' present levels and progress at three key points, beginning, middle, and end of the school year.	Yes No	
Lexia Core5 Reading	K-5	Benchmark, Com. Form., Summative, Other	This formative assessment provides continuous data identifying student risk of failing to meet end-of-year benchmarks.	Yes No	
Dreambox	K-5	Benchmark, Com. Form., Summative, Other	This formative assessment provides ongoing data predicting students expected math proficiency on end-of-year summative assessments.	Yes No	
Common Formative Assessments	K-6	Benchmark, Com. Form., Summative, Other	This teacher-created assessment gauges student mastery of content standards.	Yes No	X
WIDA	1-6	Benchmark, Com. Form., Summative, Other	This screener evaluates English language skills to determine if students are an English language learner.	Yes No	

+ Strongly Agree > 60%

Agree + Strongly Agree 40%-59%

Agree + Strongly Agree < 39%

Core Element 3: Assessment						
	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
A system is in place to use assessment data to make decisions about programs, practices, and instruction.	0%	2%	4%	18%	60%	16%
The school uses assessment data to identify students for Tier II and Tier III instruction.	0%	2%	2%	5%	64%	27%
Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.	0%	5%	9%	27%	49%	9%

For Title I schools with Schoolwide Programs only:

Describe opportunities and expectations for teachers to be included in decision-making related to the use of academic assessment results, where the intent is improved student achievement.

- In conjunction with the identification of essential standards, teachers have developed common formative assessments to evaluate student mastery.
- Teachers participate in data discussions during PLCS and MTSS meetings to analyze student level data to inform instruction and interventions.
- Teachers routinely reflect on effective instructional strategies during PLCs to refine instructional practices and improve efficacy.

Core Element 4: Coordination of Technology Initiatives [Required for all]

Briefly describe how technology is used by students to increase learning.

- Parker Montessori is a 1:1 school with students PK-2 receiving iPads and 3-8 receiving Chromebooks with staff utilizing technology to bolster and accelerate student learning. Through the incorporation of digital resources that accompany many of our curricular resources such as HMH Reading, as well as digital learning platforms including Lexia, ReadWorks, and Dreambox, students are afforded targeted instruction responsive to their specific needs. Additionally, teachers are provided with assessment data to inform instruction to meet the individual needs of students and address gaps in learning.

+ Strongly Agree > 60%

Agree + Strongly Agree 40%-59%

Agree + Strongly Agree < 39%

Core Element 4: Coordination of Technology Initiatives

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
The school has a process for integrating technology into the instructional program to promote learning.	2%	2%	8%	23%	49%	17%
A plan is in place to provide in-service training in the use of technology.	2%	7%	11%	33%	41%	6%
Protocols and criteria are used to review and select technology hardware, software, and instructional programs.	0%	9%	11%	31%	37%	11%
There are established procedures for maintaining technology equipment.	2%	8%	15%	26%	40%	9%
Sufficient infrastructure exists to support instructional, assessment, and operational needs.	2%	4%	17%	31%	37%	9%

Core Element 5: Career Awareness and Development [Required for all]

Answer the questions for the grade levels in your school.

Grades K-5 only

What career awareness activities are provided for students? (Highlight all that apply)	
Not currently implementing career awareness activities	Career Day/Fair or Community Day
Career Simulation (JA/Biztown, etc.)	Career-focused clubs (Robotics, agricultural garden, STEM, etc.)
Career-focused classroom lessons	Guest speakers
Other: Second Step	

If "Not currently implementing career exploration activities" was checked above, explain why.

Grades 6-8 only

What career awareness activities are provided for students? (Highlight all that apply)	
Not currently implementing career information activities.	Career-related courses
Career-focused classroom lessons	Job-site tours/JA Jobspark
Guest speakers	Career Day/Fair or Community Day
Career-focused clubs (i.e., Robotics, Agriculture Garden, STEM, etc.)	Online career navigation program
Other: Second Step; Naviance	

If "Not currently implementing career exploration activities" was checked above, explain why.

Grades 9-12 only (add others in blanks as necessary)

What career awareness activities are provided for students? (Highlight all that apply)	
Not currently implementing career information activities.	Career-related courses
Job-site tours	Job-site tours
Guest speakers	Career Day/Fair or Community Day
Career-focused clubs (i.e., Robotics, Agriculture Garden, STEM, etc.)	Online career navigation program
Industry-related Project-Based Learning	
Online career navigation program	
Job shadowing	

If “Not currently implementing career exploration activities” was checked above, explain why.

Core Element 6: Safe and Disciplined Environment [Required for all]

All schools are required to develop a school safety plan. That plan is not part of this document. Since student safety and social-emotional well-being are crucial factors in learning, the questions below are intended to promote conversation about how the school’s environment adds to or takes away from student learning.

+ Strongly Agree > 60%

Agree + Strongly Agree 40%-59%

Agree + Strongly Agree < 39%

Core Element 6: Safe and Disciplined Environment

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
Practices are in place to develop and maintain a positive school climate between staff, students, and families.	0%	4%	2%	31%	48%	15%
A multi-tiered system of supports (MTSS) provides students with academic, behavioral, and social-emotional care and early intervention.	0%	2%	2%	11%	65%	20%
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	0%	2%	0%	11%	61%	26%
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	0%	2%	0%	20%	59%	19%
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	0%	4%	2%	19%	57%	19%
High expectations for behavior and attendance are communicated to families and consistently reinforces by all staff.	0%	4%	2%	22%	43%	30%
All staff express belief that all children can learn and consistently encourage students to succeed.	0%	6%	2%	9%	54%	30%
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	0%	6%	0%	24%	50%	20%

Core Element 7: Cultural Competency [Required for all]

List the racial, ethnic, language-minority, and socio-economic groups in your school's population. Provide strategies and indicate whether or not professional development is needed to successfully implement these strategies. Any such professional development should be detailed in the professional development plan portion of this document. Cultural competency considerations are embedded throughout this document

Identify the racial, ethnic, language-minority, and socio-economic groups in your school by **highlighting** groups below.

American Indian/Alaskan Native	English Language Learner	Multiracial
Asian	Free/Reduced Lunch	Native Hawaiian or Other Pacific Islander
Black	Hispanic Ethnicity	White

Describe how racial, ethnic, language-minority, and socio-economic groups are identified.

- Through the use of state data reports.

Describe strategies for increasing educational opportunities and performance for students in groups identified for the school.

- MTSS Team members disaggregate summative, interim, and formative assessment subgroup data to expose gaps in skills and instruction leading to disparities in performance, which will contribute to more informed identification of collective and individual student needs and the development of strategic intervention plans to propel student achievement.
- Through the root cause analysis, a need for cultural competency training was identified to ensure students of the Special Education subgroup are afforded equitable learning experiences and comprehensive support to effectively close any gaps in achievement.

- The staff has made efforts to transition to behavioral and disciplinary practices that are restorative to bolster student-teacher relationships and create a safe, nurturing learning environment. These efforts will continue with additional focus placed on the integration of behavioral policies and practices aligned with social-emotional learning.
- Initiatives targeting the development of social-emotional capacities, including the use of the Second Step curriculum and SEL teachers, will continue to be implemented by staff to elevate the acquisition of skills.

What professional development might be necessary for staff to work effectively in cross-cultural situations?

- As part of the collaborative thought process, the need for additional cultural competency training was highlighted including the impacts of poverty and trauma, staff mindset, trauma-responsive practices, secondary stress and trauma, and resiliency training.

What curriculum materials are used to ensure all students' cultural differences are recognized and appreciated?

- Culturally relevant materials are available in the school's media center. In response to the identification of the need for improved cultural competency, the staff will pursue culturally responsive materials reflective of and relevant to the diverse student population. The school will continue to provide a platform for families to feel heard through the parent organization.

Core Element 8: Review Attendance [Required for all]

Reduction of absenteeism is a top priority for Indiana schools. Students are considered chronically absent when they are not in attendance for ten percent of the school year. This equates to approximately 18 days of school.

Number of students absent 10% or more of the school year. Last year: 1 Two Years Ago: 30 Three Years Ago: 43

What may be contributing to the attendance trend?

- While Parker Montessori School 56 routinely emphasizes the importance of attendance with students and parents, impediments related to socioeconomic challenges including familial trauma and limited resources contribute to the chronic absenteeism observed. Continued social-emotional and cultural competency training will further cultivate positive, supportive, mutually respectful relationships between staff and families ensuring parents feel welcome and comfortable seeking support and assistance. These efforts will continue to bolster student-level support as well to guarantee a warm, nurturing learning environment where students feel safe and accepted, which is conducive to increased attendance rates. It should be noted that COVID-19 will create additional barriers in the school improving attendance rates for the 2021-2021 school year.

What procedures and practices are being implemented to address chronic absenteeism?

- Parker Montessori routinely emphasizes the importance of attendance with students and parents. To effectively track attendance data, teachers submit attendance on PowerSchool within the first 60 minutes of the day. The School Social Worker /Attendance Team will be able to utilize reports in gathering data that will provide information regarding a student's tardiness and excuse/unexcused absences. The attendance team will communicate closely with the teachers and parents to discuss students approaching chronic absenteeism. For those students who have chronic absences, school based intensive strategies will be implemented in supporting the student based on their needs. These supports consist of the following:
 - Utilize the Attendance Team and MTSS Team to employ additional interventions
 - Review targeted interventions and analyze data for effectiveness
 - Document targeted interventions, including duration and effectiveness (this data will be collected by Teacher/ School Social Worker).
 - Implement check in/ check out program with students who have poor attendance
 - Attendance Team/School Social Worker/ Graduation Coach case management
 - Provide intensive individual support based on identified needs
 - Develop an individualized attendance incentive plan that best supports each student experiencing chronic absences.
 - Create staff relational connections: identify a key staff member for celebrations and check-ins. Develop a team within our staff to help assist with check-ins. Each staff involved, will set dates/times to communicate with the student.

If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?

- Attendance data is closely monitored using PowerSchool with the social worker and Attendance Team tracking efficacy of targeted interventions.

Core Element 8: Review Attendance

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
The school has and follows a chronic absence reduction plan.	0%	2%	2%	19%	55%	23%
A multi-tiered system of supports (MTSS) is in place to identify and help the academic, behavioral, and/or social emotional needs of chronically absent students.	0%	0%	6%	19%	55%	21%

Core Element 9: Parent and Family Engagement [Required for all]

How does the school maximize family engagement to improve academic achievement?

- Parker Montessori School 56 recognizes the importance of cultivating supportive partnerships with parents conducive of high levels of engagement. The school has been innovative in how it elicits parent participation by not only seeking participation and input through the traditional means of their parent-teacher organization, the Eagle Fan Club, but also incorporating systems of support for families to ensure parents have the tools necessary to adequately support their child academically. Literacy is embedded in all school events to further the acquisition of reading competency through parental support. A Family and Community Liaison and Community Council meetings provide additional opportunities for parents and community members to share their desires for the school. Parker Montessori has an open-door policy where parents can readily access administration and teachers with supportive measures including a food bank and the provision of books through One Book One School to foster literacy are available for families. Communication with parents is ongoing with families apprised of services and resources via the School Messenger service. The Minute for Montessori is a weekly phone call to parents with announcements for the upcoming week on Sunday evening. It is accompanied by a text message duplicate of the voice call. The Eagles' Nest newsletter shares the information digitally in an expanded form with updates also being posted on the school website. Class Dojo is utilized as a communication platform by teachers to facilitate communication with parents. Academic performance indicators are shared routinely throughout the school year with parents being apprised of students' present levels, including ILEARN and NWEA performance, during parent-teacher conferences in October and ILEARN and NWEA reports being mailed home. Moreover, the school regularly hosts events throughout the school year to involve parents in academics and provide them with insight as to how they can best support their student at home including Back to School Night-Ice Cream Social, literacy nights, Montessori 101, Fall Festival, Monday Montessori meetings, SEL nights, as well as sending home monthly newsletters and posting on social media platforms.

In what ways are parents/families able to express ideas, concerns, and/or suggestions?

- Parker Montessori School 56 has embedded several means of communication in order to create open and routine dialogue between teachers and parents including Class Dojo and Talking Points. Parent input is frequently solicited by the Family and Community Educator and the deployment of surveys, in addition to the school's monthly Parent-Teacher Association (Eagle Fan Club) meetings where parents are invited to share their ideas, concerns, and suggestions.

In what ways does the school involve parents/families to maintain or increase high levels of student attendance?

- Parker Montessori School 56 School utilizes PowerSchool to track attendance for all students. In order to prevent chronic absenteeism, the following plan is followed:
 - Conduct a home visit to share attendance concerns and ensure that the parent understands the compulsory attendance law (School Social Worker will conduct a home visit to communicate with parent/guardian to address any concerns.)
 - Assessment - work with parents to make appropriate referrals to outside agencies if needed (medical, mental health, etc.) All outside referrals regarding community resources will be provided by the School Social Worker to help assist the families we serve at Francis Parker Montessori School 56.
 - Maintain consistent communication to provide positive support and alleviate attendance concerns. (Teachers/ School Social Worker/ Attendance Team will communicate with the families daily in providing supports to help decrease chronic absences of that student.)
 - Document intervention efforts to improve student attendance and make changes as needed by the teachers/ social worker.
 - School Social Worker /Counselor initiates correspondence at 4+ absences

- School Social Worker /Counselor initiates the prosecutor warning letter post 5+ absences
- School Social Worker /Counselor initiates the legal notice post 6+ absences via direct delivery or certified mail
- Parent Attendance Contract with parent input provided.
- School Social Worker will initiate legal actions in accordance with the Indiana Compulsory School Attendance Law, including CPS, Failure to Ensure and/or Truancy referrals. The school's social worker will file a CPS report if a student is to reach 10+ absences.
- School Social Worker will make sure parent conferences have taken place and compulsory attendance law has been discussed and documented (for unexcused).
- School Social Worker will communicate with parent/guardian immediately when a student that is chronically absent by phone or conducting a home visit to their residence.

How do teachers and staff bridge cultural differences through effective communication?

- Teachers and staff have incorporated multiple means of communication in order to encourage parents to contact staff in a way that is comfortable for them. Talking Points is utilized to facilitate communication between staff and our English language learners. Furthermore, the school will be engaging in cultural competency PD opportunities to further enhance staff's ability to communicate cross-culturally.

Core Element 9: Parent and Family Engagement [Title I Schoolwide only]

The following is specific to Title I Schoolwide Programs.

Describe strategies used to increase parental involvement.

- The school routinely hosts literacy, SEL, and EL nights, as well as Montessori Monday meetings, throughout the school year. Additionally, the school holds a Back to School Night, International Day, Fall Festival, and Black History Month Celebration annually. The use of a parent survey during this needs assessment was deployed to provide parents the opportunity to share their opinions and hopes related to the school.

How does the school provide individual academic assessment results to parents/guardians?

- All assessment results are sent home to the student's parents/guardians. Parent's are provided support during open houses and parent-teachers conferences to understand their students' data. Emphasis is placed on communicating the importance of academic growth as it is reflected in formative, interim and assessment data.

How does the school involve parents in the planning, review, and improvement of the schoolwide plan?

- In addition to survey information being collected, parent members contribute to the writing and review of the school improvement plan as members of the School Improvement Committee. Staff also ensure parents are apprised of all opportunities in which they can contribute to the development and improvement of the schoolwide plan including all applicable committee participation and community meetings.

Core Element 10: Provision for Secondary Schools [Secondary schools only]

How do course offerings allow all students to become eligible to receive an academic honors diploma?

- NA

How are all students encouraged to earn an Academic Honors Diploma or complete the Core 40 curriculum?

- NA

How are advanced placement, dual credit, international baccalaureate, and CTE opportunities promoted?

- NA

Graduation rate last year: NA

Percent of students on track to graduate in each cohort: NA

Core Element 11: Provision for Title I Schools Operating a Schoolwide Program

This section applies only to schools that receive Title I funding and operate a Schoolwide Program

Describe how your school coordinates and integrates Federal, State, and local funds and resources, such as in-kind services and program components.

- Funds for instructional programming and services will be coordinated with other funds to the extent possible. Local, state, and federal funds (such as Title I, Title IIA, Title III, Title IVA, and IDEA will be considered.

Provide a list of programs that will be consolidated under the schoolwide plan (if applicable).

- Our district and school leaders understand the opportunity to consolidate funds and decline to do so at this time. We will ensure coordination of resources, programming, and services among local, state, and federal resources.

Describe the school's plan for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program.

- Parker Montessori School 56 hosts a Kindergarten Roundup each spring, which is shared on the district and school websites, with local childcare and preschool providers, and on social media platforms to ensure parents are aware and increase attendance. During the roundup, incoming students' pre-academic skills are assessed to identify those lacking foundational skills. In response, a kindergarten boot camp is offered over the summer for those students who presented weaknesses in foundational skills in order to provide an initial opportunity for remediation prior to the inception of the school year.

Describe strategies used to attract high-quality teachers to your school and/or district. Examples could include: Mentoring and induction programs; recruitment incentives; high-quality professional development; partnerships with teacher preparation programs; and, career pathways for teachers leaders.

- Indianapolis Public Schools offers extensive support to individuals pursuing careers in education by providing a variety of teacher training experiences. Vacancies are posted on the district website with a robust screening and interviewing process to identify candidates best suited for open positions. Once new staff members have joined the team, Parker Montessori provides multiple layers of support to guarantee adequate support while they acclimate to the school and the responsibilities of being a full-time educator. New teachers are assigned a mentor with whom they meet regularly, as well as the school offering collaborative and supportive grade level partnerships. Administrators have an open door policy and make additional efforts to foster relationships with teachers and support staff that are conducive to open dialogue and the staff freely and willingly seeking guidance.

Provide a list of all instructional staff. Include licensure/certification and current class/subject areas being taught. To provide this information, you may include a link, attach the information to this document, or list the information in the table below

Staff Name	Licensure/Certification	Assigned Class/Subject
Alkire, Melisa	General Elementary Kindergarten	Pk/K ELA, Math, Social Studies, Sci
Willis, Madeline	Elementary Generalist	Pk/K ELA, Math, Social Studies, Sci
Yates, Elizabeth	General Elementary, Kinder, Computer/Montessori Elementary 1 Credential	Pk/K ELA, Math, Social Studies, Sci
Dubois, Darren	Mild Disabilities K-12	Pk/K/1/2/3 Inclusion
Ruiz, Angela	Reading, Early Childhood Education	1/2/3 ELA, Math, Social Studies, Sci
Wood, Jennifer	Elementary, Primary Generalist, Mild Intervention, Reading, Elementary Intermediate Generalist, Mild Intervention Intermediate, Reading Intermediate/Montessori Elementary 1 Credential	1/2/3 ELA, Math, Social Studies, Sci
Gryczkowski, Megan	Elementary Primary Generalist, Elementary Intermediate Generalist	1/2/3 ELA, Math, Social Studies, Sci
Norman, Cheri	Kindergarten-Primary K-3/Montessori Elementary 1 Credential	1/2/3 ELA, Math, Social Studies, Sci
Halioris, Erin	Elementary Generalist	6 ELA, Math, Social Studies, Sci
Wochtor, Anne	Elementary Generalist K-6	4/5 ELA, Math, Social Studies, Sci
Major, Wayne	General Elementary, Elementary Administration and Supervision	4/5 ELA, Math, Social Studies, Sci
Wagner, Lauren	Elementary Generalist, Mild Intervention	4/5/6 Inclusion
Findley, Daniel	English 5-12	Middle School ELA and Social Studies
Owens, Tarina	EP Science 5-9	Middle School Science
McAllister, Alex	Mild Intervention P-12	Middle School Resource and Inclusion
Koegler, Alaina	Elementary Generalist/Mathematics k-6, EP Mathematics 5-9	Middle School Math

Kee, Lee	EP Library Media P-12	pk-8 media
Watkins, Allison	Language Arts 5-9, Social Studies 5-9	4/5/6/7/8 Reading Interventions
Ratcliff, Dirk	Elementary Generalist, Physical Education	pk-8 physical education
Bierer, Amanda	Instrumental and General Music All Schools	pk-8 music
Kunkel-Ruiz, Zachary	Visual Arts, PK-12	pk-8 art
Gordon, James	School Social Worker PK-12	Social Worker
Fugett, Beverly	Music, K-9, General Elementary k-6, 7-8 Non Departmentalized	k/1/2/3 Reading Interventions
Barnes, Amy	Mild Intervention, Preschool Generalist, Elementary Generalist, Elementary Intermediate Generalist	Self Contained Autism
Roesel, Thomas	Mild Intervention Transition to Teaching, Intense Intervention	Self Contained Autism
Sloan, Jason	Mild Interventions PK-12, Intense Interventions PK-12	Self Contained Autism
Jackson, Jordan	Mild Intervention 5-9	Self Contained Autism
Wallace, Elizabeth	Elementary Generalist, Mild Intervention	Self Contained Autism
Mong, Patricia		pk-8 ESL
Barber, Ruth	Mild Intervention PK-12	pk-8 Resource

SECTION B: Needs Assessment

Every school is required to address the learning needs of all students, including programs and services for exceptional learners (special education and high ability). Below is a list of possible sources of data to help evaluate your school’s current performance in the steps below. Schools are not required to use each of these, but data must be used in determining where improvement is needed immediately. This information is necessary when performing the Gap Analysis and Root Cause Analysis. Mark “X” next to each source of data used in the following steps and attach or link the data reviewed for this plan.

General Academic and Schoolwide			WIDA		Special Education		High Ability	
X	Statewide Assessments	X	Individual Learning Plans (ILPs)	X	IAM Assessment		Aptitude Assessment (e.g. CogAT)	
X	Districtwide Assessments	X	Performance Gap Data	X	Individual Education Plans (IEPs)		Current High Ability Grant	
	Assessment by Student Group	X	ESL Staff Training	X	Performance Gap Data		Performance Gap Data	
X	Common Formative Assessments		Service Delivery Model		Special Education Training for Staff		High Ability Training for Staff	
	PSAT/SAT/ACT Assessments	X	Federal (ESSA) Grade for Group		Approved Testing Accommodations		Service Delivery Model	
X	Dyslexia Screening Data		Current Title III Grant	X	Federal (ESSA) Grade for Group			
X	Common Formative Assessments		Parental Involvement		IEP Compliance Report			
X	Attendance Reports – general and by student groups	X	WIDA		Special Education Staff Assignments			
X	Survey of Students, Staff, Parents, and/or Community	Be sure there is no personally identifiable information for students in any/all linked/uploaded data.						
	Staff Attendance							

Step 1: Review Potential Issues from the Core Elements

In this section, the committee should begin reviewing the information from the core elements in Section A. Look back at the information in Section A. If there were items checked (X) for further discussion, note them below and discuss them considering the following two questions:

The Core Element items are labeled above as: Agree + Strongly Agree > 60% Agree + Strongly Agree 40%-59% Agree + Strongly Agree < 39%

Do these issues significantly impact our current school goals as strengths or problems?

Do these issues present significant strengths or problems not already addressed by goals in our current school improvement plan?

If there is an issue that fits one of the above, note the issue and consider it when determining whether to conduct a Gap Analysis.

- These questions drove the discussion in identifying the “Key Factors” from the Teacher Inquiry Form and can be found in Appendix E.

Step 2: Evaluate Progress on Current School Goals

If there is evidence that current school goals are priorities where improvement is needed immediately, schools should continue working toward meeting these goals. The section below is a brief review of current goals. This is intended to help you decide if these goals should continue to be the focus of improvement efforts. To analyze the progress of current goals and look for any gaps in performance, the committee should use a variety of data. **Schools with identified underperforming student groups must analyze data about these groups, including but not limited to: assessment, attendance, and behavior.** All schools are required to consider the needs of exceptional learners (special education and high ability) using data to assess their progress.

Review current goals using data referenced above. Current goals may need to be modified based on your findings. This is done in the Goals section.

Goal 1

Measurable outcome met? **Yes** **No**

By May 2020, 50% of students will meet and exceed their NWEA RIT score in language arts by at least 1 point as measured by their end of year NWEA assessment.

If the goal was met, how will the school further improve or sustain this level of performance?

If the goal was not met, explain why.

Due to COVID-19, spring assessment data is not available.

If the goal was not met, should the school continue to work toward this goal? **Yes** **No**

Goal 2

Measurable outcome met? **Yes** **No**

By May 2021, 65% of our students will meet and exceed their NWEA RIT score in Math by at least 1 point as measured by their end of year NWEA assessment.

If the goal was met, how will the school further improve or sustain this level of performance?

Due to COVID-19, state assessment and EOY NWEA data is not available.

If the goal was not met, explain why.

If the goal was not met, should the school continue to work toward this goal? **Yes** **No**

Goal 3

Measurable outcome met? **Yes** **No**

By 2021, we will decrease the number of students with chronic absence from 32 to 25 (20%) and the number of students with warning absence from 88 (20%).

If the goal was met, how will the school further improve or sustain this level of performance?

If the goal was not met, explain why.

Due to COVID, spring behavior data is not available.

If the goal was not met, should the school continue to work toward this goal? **Yes** **No**

SECTION C: Analysis

Step 1: Conduct a Gap Analysis

A Gap Analysis is a procedure for determining needs by highlighting differences between a school's desired performance and its actual performance. Data about the school's current performance should drive discussions about these differences.

In Sections A and B, the committee analyzed the school's performance in a number of areas. This included core elements of the school and current school goals. For the first column the committee should consider two questions:

- 1) Are our current goals still areas where improvement is needed immediately?
- 2) What concerns did we find when studying the core elements that might be serious enough to need improvement immediately?

Now the committee will conduct a Gap Analysis to identify the most significant barriers to the school's success.

Here's an **example** of how a committee member might explain the gap analysis process:

During our discussion about the core elements we felt student misbehavior has gotten worse. If that's the case, it is counter to what we believe.

We

are committed to providing all students with a safe and disciplined learning environment. We want to find out if discipline is a real problem based on data. We'll state our commitment about a safe environment in the 1st column. It is not a current goal, so we'll put "No" in the 2nd column. We'll collect discipline data and summarize our findings in the 3rd column. We'll compare what we're committed to regarding student safety with what the data shows. We'll state our finding in the 4th column. If there is a significant difference between what we are committed to and what is actually happening, we'll consider this a gap and put a check in the 5th column. Lastly, we'll compare this with other gaps we found on this chart. We'll prioritize these in the final (6th) column (rank your priorities).

1	2	3	4	5	6
Desired Performance Indicators Based on Prioritized Goals/Characteristics	Current Goal	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
A safe and disciplined school environment provides an educational atmosphere conducive to learning and personal well-being.	No	In-school suspensions increased 15% over the last 2 years. Suspensions & expulsions increased 8% & 4% respectively. Survey: 45% of students do not feel safe at school.	We are committed to a learning environment that ensures safety and well-being for all. Data indicates that students do not feel safe and that misbehavior resulting in suspensions and expulsions has increased.	X	1

There is no requirement for the number of performance indicators you investigate. **Schools with identified underperforming student groups must include a desired performance indicator relevant to each of these groups.**

GAP ANALYSIS TEMPLATE

Desired Performance Indicators Based on Prioritized Goals/Characteristics	Part of Current Goal?	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
All students will reach grade level proficiency in meeting the demands of the Indiana Academic Standards as determined by formative, interim, and summative (e.g., ILEARN) assessments.	Yes No	An analysis of three year trend data reveals a low percentage of students are achieving proficiency in ELA and Math. On average, 19.9% of students have passed the Math test for the last 3 years. In the last 2 years, Math has had a -10.8 percentage point change. On average, 33.9% of students have passed the ELA test for the last 3 years. In the last 2 years, ELA has had a -29.9 percentage points change. Students have achieved higher pass rates in ELA than Math by 14% on average over the past three years.	Parker Montessori School 56 is committed to the collaborative creation of a guaranteed and viable curriculum that integrates the Indiana Academic Standards and Montessori Curriculum. The implementation of a guaranteed and viable curriculum will ensure the provision of responsive instruction and mastery of grade-level standards to elevate student learning and effectively close gaps in achievement. Current proficiency rates on ILEARN reveal deficits in the current curriculum's efficacy requiring immediate shifts in curriculum and assessment to drive students' mastery of grade-level standards.	X	1
All students demonstrate one or more academic year's growth as determined by state assessments. Further, those students who were previously DNP will achieve high growth to ensure achievement gaps are progressively reduced over time.	Yes No	On average, 41.9% of students have demonstrated low growth on the MATH test over the last 3 years. On average, 31.8% of students have demonstrated high growth on the Math test over the last 3 years. Over the last 2 years, the percentage of students in low growth for MATH has increased by 6. Over the last 2 years, the percentage of students in high growth for Math has decreased by 16.4.	State assessment data identify increases in the number of students demonstrating low growth rates in ELA and Math. Parker Montessori School 56 recognizes that ensuring students achieve adequate levels of growth through rigorous, relevant, and responsive instruction is imperative for their ongoing academic and personal success.	X	2

		On average, 41.3% of students have demonstrated low growth on the ELA test over the last 3 years. On average, 32.9% of students have demonstrated high growth on the ELA test over the last 3 years. Over the last 2 years, the percentage of students in low growth for ELA has increased by 10.7. Over the last 2 years, the percentage of students in high growth for ELA has decreased by 18.2.			
All students are engaged in a learning community that not only fosters their academic achievement but also ensures the development of dynamic and applicable social-emotional skills.	Yes No	Teacher focus groups, building leadership focus groups, and the SEL audit lead to the conclusion that student trauma and social emotional needs are negatively impacting the school environment. Specifically, the percentage of students identified as "model attendees" during the 2018-2019 school year was 65.3%.	Multiple sources of data reveal the need for a systemic approach toward students' holistic development. It is recognized that the circumstances surrounding the COVID-19 pandemic will likely exacerbate the need for increased SEL supports. We as a school are committed to providing the means and supports for all students to overcome obstacles as they develop the skills and dispositions needed for future success.		3
All students receive the individualized supports they need in an equitable and inclusive educational environment.	Yes No	Special Education- Over the past two years, an average of 39.7% of students demonstrated low growth on the Math portion of ILEARN, with a 22.2 increase from the 17-18 to the 18-19 school year. During that same time, the percentage of students in high growth for MATH has decreased by 8.7. An average of 40.8% of students demonstrated low growth on the ELA test over the past two years with a decrease of 9.1 from the 17-18 to the 18-19 school year. During that same time, the percentage of students in high	Parker Montessori School 56 is identified as TSI for the subgroup of Special Education due disproportionate rates of low growth and proficiency. The staff at Parker Montessori are unwavering in their desire to provide students an equitable and inclusive learning environment rich in acceptance, compassion, and determination to eliminate cultural and socioeconomic disparity. As such, Parker Montessori School 56 will continue to expand their cultural competency to ensure all students receive the individualized supports needed to effectively close gaps in achievement.		4

		growth for ELA has decreased by 2.2.			
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List the top 3 or 4 on the next page in the column, *Identified Priorities from Previous Chart*.



Step 2: Conduct Root Cause Analyses

Based on review of data from the Gap Analysis, list at least 3 priorities where improvement is needed immediately in the chart below. Schools classified at TSI/ATSI should consider priorities pertaining to the underperforming groups for which they have been identified.

Determine the root cause(s), or underlying cause(s), for the gaps in the prioritized areas.

A Root Cause Analysis is a process for determining underlying causes for problems. The recommended tool for this is 5-Whys. An illustration of this process is found [HERE](#). Although conducting a root cause analysis is required, schools may use any recognized method/tool of their choice. CSI and TSI/ATSI schools must attach documentation of their root cause analysis (e.g. Word/Google document, pdf, photo of wall chart, etc.).

Identified Priorities from Previous Chart	List Root Cause(s)
<i>1-Academic Proficiency</i>	<i>Please see Appendix H for a detailed cause map that identifies the components of this focus area's root cause.</i>
<i>2-Academic Growth</i>	<i>Please see Appendix H for a detailed cause map that identifies the components of this focus area's root cause.</i>
<i>3-Social-Emotional Learning</i>	<i>Please see Appendix H for a detailed cause map that identifies the components of this focus area's root cause.</i>
<i>4-Low Performing Subgroups of Special Education and African American</i>	<i>Please see Appendix H for a detailed cause map that identifies the components of this focus area's root cause.</i>



Write your Goal(s) from these.



Develop strategies from these.

SECTION D: School Improvement Plan and Professional Development Plan

The school improvement and professional development plans are developed once immediate needs are identified. The plans are developed from these needs and are the filter through which most decisions are made. The school improvement plan and professional development plan drive all aspects of continuous improvement efforts for the school.

1. Develop school improvement plan goals from the identified priorities. Based on your review of data, goals may be:
 - a. A continuation of existing goals and/or
 - b. New goals, based on areas where improvement is needed immediately.
2. Develop a professional development plan, basing professional development goals on:
 - a. Strategies in the school improvement plan;
 - b. Other areas, apart from the improvement plan, where professional development is a priority.
3. Identify and note possible funding sources from local, state, and federal resources that may support the plan(s).

Possible Funding Sources		
Title IA Title II Title III Title IV School Improvement (SIG)	McKinney-Vento High Ability Early Literacy Twenty-first Century After School Program	General funds Head Start

School Improvement Plan

GOAL 1	<p>Throughout the 2020-2021 school year, Parker Montessori School 56 School will continue the process of developing a guaranteed and viable curriculum in alignment with Indiana Academic Standards and Montessori curriculum, ensuring the incorporation of culturally relevant curricular resources and a comprehensive and balanced assessment system to propel student outcomes as evidenced by the following yearly gains as demonstrated on ILEARN:</p> <p>SY 2020-2021: 26.9% of students achieving proficiency in ELA & 23.2% achieving proficiency in Math</p>			
Data Checkpoints (dates)	October	January	April	
Evidence at Checkpoints	Interim Assessment Scores	Interim Assessment Scores	Interim Assessment Scores	
Evidence- Based Strategy 1	<ul style="list-style-type: none"> Carlson, D., Borman, G. and Robinson, M. (2011). A Multistate District-Level Cluster Randomized Trial of the Impact of Data-Driven Reform on Reading and Mathematics Achievement. Educational Evaluation and Policy Analysis, 33(3), pp.378-398. Furtak, E., Primo., M. (2007). Exploring Teachers' Informal Formative Assessment Practices and Students' Understanding in the Context of Scientific Inquiry. Journal of Research in science Teaching. VOL. 44, NO. 1, PP. 57-84. 			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Engage instructional leadership in a resource audit identifying existing curricular resources to align with curriculum maps.	Oct. 2020-Nov. 2020	Building & instructional leadership	ELA and Math curriculum maps will be refined and ready for implementation.
Action Step 2	Staff will build literacy surrounding the core curricular elements comprising an effective interdisciplinary curriculum.	Nov. 2020-Dec. 2020	EES Building & instructional leadership	Teachers will demonstrate an understanding of the function of the core curricular elements in curriculum maps.
Action Step 3	PLCs will develop rigorous units of study reflective of previously identified priority Indiana Academic Standards, with consideration of the 2020 standards updates, inclusive of the core curricular elements and Montessori	Dec. 2020-March 2021	EES Building & instructional leadership	Rigorous, progressive, and cohesive units of study will be available to increase engagement and ensure students attain

	curriculum.			mastery of standards.
Action Step 4	PLCs will integrate Employability Skill Standards and Social-Emotional Learning Competencies as indicated by IDOE into units of study.	March 2021-April 2021	EES Building & instructional leadership	Employability Skill Standards and Social-Emotional Learning Competencies are embedded in curriculum maps to support the development of college and career readiness.
Action Step 5	PLCs will engage in a process of developing proficiency scales and refine current common formative assessments to effectively identify student mastery as part of a balanced and comprehensive assessment system.	April 2021-June 2021	EES Building & instructional leadership	Teachers will administer CFAs to identify student progress towards mastery of standards with assessment data driving instruction.
Action Step 6	Collaborate with instructional leadership to ensure maps contain culturally relevant materials and subgroup supports.	May 2021-June 2021	EES Building & instructional leadership	Classroom observations will reveal increased levels of engagement.
Action Step 7	Model, engage, and monitor PLCs to ensure reflection and continuous improvement.	August 2021-December 2021	EES Building & instructional leadership	PLC forms are being utilized and reviewed
Yr. 2 Measurable Objective	The teachers of Parker Montessori School 56 will leverage the newly developed curriculum resources throughout the 2021-2022 school year to improve core instruction and improve student outcomes as indicated by: 37.3% of students achieving proficiency in ELA & 34.1% achieving proficiency in Math			
Yr. 3 Measurable Objective	The teachers of Parker Montessori School 56 will leverage the newly developed curriculum resources throughout the 2022-2023 school year to improve core instruction and improve student outcomes as indicated by: 47.8% of students achieving proficiency in ELA & 45.1% achieving proficiency in Math			

GOAL 2	<p>Throughout the 2020-2021 school year, Parker Montessori School 56 will engage in interconnected professional learning cycles to develop an instructional model comprised of high-yield instructional strategies to be implemented building-wide to generate collective teacher efficacy and drive growth rates through relevant, rigorous instruction responsive to student level assessment data that supports high expectations and student engagement as evidenced by increased growth rates on ILEARN:</p> <p>SY 2020-2021: ELA: 8.7% decrease in students achieving low growth; 9.2% increase in students achieving high growth Math: 13.1% decrease in students achieving low growth; 10.5% increase in students achieving high growth</p>			
Data Checkpoints (dates)	October	February	May	
Evidence at Checkpoints	Formative & Interim Assessment Data	Formative & Interim Assessment Data	Summative Assessment Scores	
Evidence- Based Strategy 1	<ul style="list-style-type: none"> • Goddard, R., Hoy, W. and Hoy, A. (2000). Collective Teacher Efficacy: Its Meaning, Measure, and Impact on Student Achievement. American Educational Research Journal, 37(2), pp.479-507. • Rubie-Davies, C., Peterson, E., Sibley, C., & Rosenthal, R. (2015). A teacher expectation intervention: Modelling the practices of high expectation teachers. Contemporary Educational Psychology, 40, 72-85. doi: 10.1016/j.cedpsych.2014.03.003 			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Engage teachers in job embedded training specific to research-based high yield instructional strategies (ex. high expectations, effective feedback, literacy development, and math reasoning).	Oct. 2020-June 2021	Building leadership, instructional coaches, EES	Classroom walkthroughs indicate fidelity of implementation of evidence-based instructional best practices.
Action Step 2	Develop an electronic walkthrough tool specific to the training teachers have received.	Oct. 2020-June 2021	Building leadership, instructional coaches, EES	The administrative leadership team can efficiently utilize the walkthrough tool. The initial data indicates inter-rater reliability.
Action Step 3	Conduct classroom walkthroughs that result in teachers receiving non	Sept. 2020-Jun. 2021	Building leadership	Teachers surveys indicate feedback is

	evaluative, formative feedback.			viewed as formative and beneficial to improving instructional practices.
Yr. 2 Measurable Objective	<p>Increased collective teacher efficacy, through the implementation of a schoolwide instructional priorities model comprised of high-yield instructional practices, will render improved student growth rates on the SY 2021-2022 ILEARN in the following increments:</p> <p>*9.6% decrease in students achieving low growth in ELA *13.1% decrease in students achieving low growth in Math</p> <p>*9.2% increase in students achieving high growth in ELA *10.5% increase in students achieving high growth in Math</p>			
Yr. 3 Measurable Objective	<p>Increased collective teacher efficacy, through the implementation of a schoolwide instructional priorities model comprised of high-yield instructional practices, will render improved student growth rates on the SY 2022-2023 ILEARN in the following increments:</p> <p>*12.8% decrease in students achieving low growth in ELA *17.4% decrease in students achieving low growth in Math</p> <p>*12.2% increase in students achieving high growth in ELA *14% increase in students achieving high growth in Math</p>			

GOAL 3	<p>Parker Montessori School 56 will engage in a process of systemic refinement of social-emotional learning practices to effectively integrate the instruction of social-emotional competencies schoolwide to ensure the holistic development of students in alignment with positive behavioral practices to cultivate an equitable and inclusive learning environment responsive to student diversity and facilitate data-based decision making surround the provision of tiered social, emotional, and behavioral interventions through MTSS as evidenced by:</p> <p>SY 2020-2021:</p> <ul style="list-style-type: none"> • 4.5% increase in number of students identified as model attendees • 1% decrease in disciplinary incidents • an improvement in culture and climate data 			
Data Checkpoints (dates)	September	January	April	June
Evidence at Checkpoints	SEL Educator Survey Data Improving Attendees Suspension Data	SEL Educator Survey Data Improving Attendees Suspension Data	SEL Educator Survey Data Improving Attendees Suspension Data Climate and Culture Data	SEL Educator Survey Data Model Attendees Suspension Data
Evidence- Based Strategy 1	<ul style="list-style-type: none"> • Payton, J., Weissberg, R., Durlak, J., Dymnicki, A., Taylor, R., Schellinger, K., & Pachan, M. (2008). The Positive Impact of Social and Emotional Learning for Kindergarten to 			PD Needed: Yes No

	<u><i>Eighth-Grade Students. Collaborative for Academic, Social, and Emotional Learning.</i></u> <ul style="list-style-type: none"> • <u><i>Goddard, R., Hoy, W. and Hoy, A. (2000). Collective Teacher Efficacy: Its Meaning, Measure, and Impact on Student Achievement. American Educational Research Journal, 37(2), pp.479-507.</i></u> 			
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	All staff training on Equity in Education and establish SEL Leadership Team	Sept. 2020-Oct. 2020	School Leadership and school staff	Pre/Post Self-Efficacy survey
Action Step 2	Personalize SEL support through data dive including classroom observations, behavior data, surveys, etc.	Oct. 2020-Dec. 2020	SEL Leadership Team	Implemented schoolwide screener and assessment schedule
Action Step 3	Engage in professional learning based on data and provide classroom modeling in SEL best practices aligned to IDOE's SEL Competencies	Jan. 2021-June 2021	School staff	Teacher exit tickets and Pre/post observations
Action Step 4	Create SEL strategic plan including vision, mission, goals, communication plan, and policy and procedure documents to support framework	Jan. 2021-Aug. 2021	SEL Leadership Team	SEL strategic plan that includes 3-year goals for SEL implementation
Action Step 5	Progress monitoring SEL strategic plan using PDSA model	Aug. 2021-ongoing	SEL Leadership Team	Progress monitoring report
Yr. 2 Measurable Objective	Parker Montessori School 56 will progressively develop a SEL Framework to support implementation and a positive culture and climate as part of the school's MTSS framework that systematically facilitates data-based decision making around providing the tiered academic, behavioral, and social supports as indicated by: <ul style="list-style-type: none"> • 6.8% increase in number of students identified as model attendees • 1% decrease in disciplinary incidents • an improvement in culture and climate data 			
Yr. 3 Measurable Objective	Parker Montessori School 56 will progressively develop a SEL Framework to support implementation and a positive culture and climate as part of the school's MTSS framework that systematically facilitates data-based decision making			

	<p>around providing the tiered academic, behavioral, and social supports as indicated by</p> <ul style="list-style-type: none">● 9% increase in number of students identified as model attendees● 1% decrease in disciplinary incidents● an improvement in culture and climate data
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Professional Development Plan

Professional development and training are not the same. Training involves a short-term goal that has an immediate impact on some aspect of a job, such as learning to use an on-line gradebook or attendance program. Professional development is career focused, and impacts a worker's effectiveness in performance. Development occurs over time and requires job-embedded coaching and collaboration.

Write professional development goals below. These should connect with and support the school improvement plan.

Professional Development Goal 1	In order to ensure the provision of curriculum in alignment with Montessori methodology and Indiana Academic Standards, including Employability Skill standards and Social-Emotional Competencies, and rigorous, engaging, responsive instruction and assessment, Parker Montessori School 56 will develop curriculum maps consisting of progressive, interdisciplinary units of study throughout the 2020-2021 school year.	Linked SIP Goals <div>YesNo</div>
Possible Funding Source(s)	Local, state, or federal funds such as but not exclusive Title I, Title II, Title III, Title IVa, SIG funds	
Evidence of Impact	<ul style="list-style-type: none">Classroom observation data indicate fidelity of implementation of curriculum maps, standards-based assessments, and cross-curricular literacy instruction.An assessment audit indicates increased levels of DOK, metacognition, and student writing.Student growth and achievement improves and the year 1, 2, and 3 measurable objectives detailed in GOAL 1 are met.	
Plan for coaching and support during the learning process: A technical assistance provider will be chosen to assist the school in the creation and implementation of curriculum maps. Emphasis will be placed on ensuring any training also includes job embedded follow-up supports. Specifically, non-evaluative walkthroughs that result in teachers receiving formative feedback will be utilized to foster continuous reflection and improvement.		
How will effectiveness be sustained over time? <ul style="list-style-type: none">Curriculum training will be included in the new teacher onboarding process.A PDSA cycle will be flowed and continually reviewed, revised, and updated.Processes will be embedded in PLCs to routinely review and refine curriculum and curricular resources.		

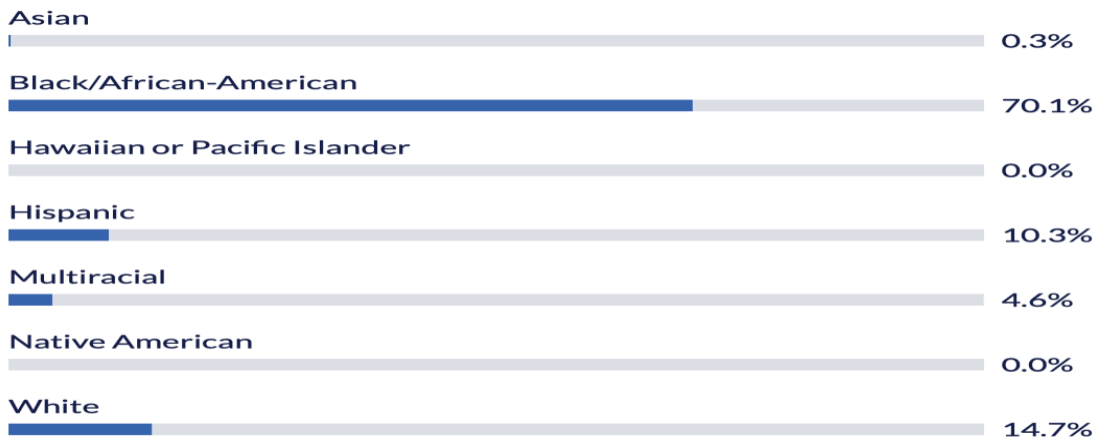
Professional Development Goal 2	Parker Montessori School 56 instructional staff will engage in professional learning cycles in order to ensure collective teacher efficacy through the identification and creation of an instructional priorities model comprised of high-yield instructional strategies. Specific focus will be given to ensuring high expectations, literacy development across content areas, and mathematical reasoning.	Linked SIP Goals <div>Yes</div> No
Possible Funding Source(s)	Local, state, or federal funds such as but not exclusive Title I, Title II, Title III, Title IVa, SIG funds	
Evidence of Impact	<ul style="list-style-type: none">Classroom observation data indicate teachers demonstrate increased capacity related to the implementation of high-yield instructional practices.A system for conducting non evaluative formative walkthroughs that results in teachers receiving the necessary feedback to authentically implement high-yield instructional practices is created and utilized.Summative teacher evaluations indicate improving instructional practices.Student growth and achievement improves and the year 1, 2, and 3 measurable objectives detailed in GOAL 2 are met.	
Plan for coaching and support during the learning process: Data from classroom assessments, interim assessments, and instructional observations will be collaboratively analyzed to ensure targeted and individualized follow-up supports are provided as needed.		
How will effectiveness be sustained over time? <ul style="list-style-type: none">A process for collaboration and peer support will be embedded in PLCs to support implementation of instructional practices.Opportunities will be provided to teachers for peer observations.Administration and instructional coaches will work with teachers to refine practices and ensure job embedded support is continually provided.		

Professional Development Goal 3	Parker Montessori School 56 SEL Leadership Team will collaboratively construct a SEL Framework to support teachers in the integration of SEL in curriculum and instruction in alignment with the schoolwide positive behavioral system in order to facilitate improved climate and culture and the provision of data responsive intervention through MTSS.	Linked SIP Goals Yes No
Possible Funding Source(s)	Local, state, or federal funds such as but not exclusive Title I, Title II, Title III, Title IVa, SIG funds	
Evidence of Impact	-Classroom observation data reflects student and teacher use of SEL best practices. -Student focus groups reveal increased student awareness of key SEL skills and practices. -Behavioral and attendance data improves and the year 1, 2, and 3 measurable objectives detailed in GOAL 3 are met.	
Plan for coaching and support during the learning process: Modeling of SEL strategies will be afforded to build teacher capacity and bolster fidelity. Data gathered from teacher surveys, exit tickets, grade level team meeting discussions, and student focus groups will be utilized to provide targeted additional supports.		
How will effectiveness be sustained over time? SEL training and support will be included in the overall MTSS framework. Further, aspects of the training received and practices adopted will be included in the system for teacher onboarding.		

Appendix A: School Profile

School Profile
<p>Francis W. Parker Montessori School 56 is one of 75 schools in Indiana's largest school corporation, Indianapolis Public Schools (IPS). Located in Indiana's capital in the center of the state, Indianapolis is a thriving metropolis of nearly 900,000 residents. The city is home to one of the most diverse populations in the state where industry and wealth abound and, conversely, poverty and hardship. Parker Montessori School 56 can be found in the neighborhood of Martindale-Brightwood, which is on the near-eastside of the city. This area, while rich in culture and history, has an abundance of racial and socioeconomic disparity. Francis W. Parker Montessori School 56 has a longstanding history in the community with its doors first opening in the 1930s. In an area where need abounds, the school is known for being a beacon of hope for overcoming adversity and working to eliminate inequalities. The staff continues to embody that mission today to "thwart the predictive powers of race and class". The school currently serves 348 students, kindergarten through eighth grade, following the principles of Maria Montessori including self-directed activity, hands-on learning, and collaborative play. By providing rigorous, engaging instruction that fosters innovation, critical thinking, and social consciousness, we are steadfast in our determination to position our students for success.</p>
Vision
<p>We are people, serving in a carefully prepared learning environment, empowering students to use diverse experiences and knowledge to find their purpose, reach their full potential, do exceptional work in the world, while thwarting the predictive powers of race and class.</p>
Mission Statement
<p>Our mission is to provide our students with an exemplary education. Our students will have the tools they need to value the diversity of others, respect the world in which they live, and have the skills they need to succeed in the 21st Century.</p>
Core Beliefs or Core Values
<p>Parker Montessori School 56 prides itself on providing a safe, supportive, nurturing learning environment for all students regardless of ethnicity or socioeconomic status. Through a thoughtfully curated learning environment that adheres to the principles of Montessori, our students grow and thrive through inquiry, discovery, and exploration driven by interest and curiosity. Our goal is to create empowered and competent individuals who possess the knowledge, skills, and determination to overcome challenges and change society for the better. We are persistent and diligent in providing students with an equitable education to ensure all students demonstrate a year's growth each and every academic year.</p>

Student Demographics



Economically
Disadvantaged



English Learners



Students with
Disabilities

Staff Demographics

Francis W. Parker Montessori School 56 has a total of 66 full-time educators on staff with a varying range of experience.



Student Behavior

In School Suspensions

[View Details](#)

Out of School Suspensions

[View Details](#)

Expulsions

[View Details](#)

School-related arrests

0

[View Details](#)

Referrals to law enforcement

0

[View Details](#)

Safety and disciplinary incidents

135

[View Details](#)

Summary of Current School Improvement Strategies

The staff at Parker Montessori School 56 recognize that our current state assessment data do not reflect the vision and goals we have crafted. As such, our first school improvement strategy is focused on increasing student proficiency and growth rates. In order to positively impact our students' academic performance, we have undergone a process of improving core instruction for students in grades 1-6 by incorporating Words Their Way into literacy instruction, as well as taking steps to increase student motivation for reading by conducting student screeners and literacy-focused events. For math, we have worked toward aligning our Montessori math curriculum with Indiana College and Career Readiness Standards, as well as elevating math problem-solving skills through improved questioning techniques and practices. In addition, measures to improve the culture and climate of the school have been taken to ensure nurturing classroom environments where all students have a champion.

Summary of Core Curricula

The core curricula at Parker Montessori School 56 is grounded in the Montessori curriculum in alignment with district pacing guides. Engaging and rigorous lessons drive instruction through the provision of content supportive of Indiana Academic Standards. In grades 6-8, students are also provided curricula conducive to college and career readiness through the implementation of Project Lead the Way courses. The development of literacy skills is supported through Houghton-Mifflin Harcourt (HMH) Reading Series, Words Their Way, ReadWorks, and Lexia Core5 Reading. The core math curriculum is supported through the use of Dreambox. Additional efforts have been made to incorporate culturally relevant materials to ensure an inclusive curriculum. Supplemental curricular resources include SPIRE, Orton-Gillingham, Waggle, iREAD, and Read Naturally.

Summary of Formative and Summative Assessments

Indiana's ILEARN assessment acts as the school's primary summative assessment. NWEA is conducted three times a year and acts as the school's primary interim assessment. Lexia and Dreambox provide real-time assessment data to inform instruction as students progress through the content. Common formative assessments are collaboratively created by teachers and are used to evaluate student acquisition of knowledge and content outlined in grade-level content standards.

Summary of Academic Intervention and Enrichment Programs

Academic intervention plans are developed collaboratively through the triangulation of data among teachers, interventionists, and specialists during PLCs and MTSS meetings. Assessment data including ILEARN, IREAD, NWEA, WIDA, Lexia, and Dreambox are used to inform and monitor the efficacy of interventions. Programs utilized to bolster student learning and close gaps in skill acquisition include HMH Reading, Words Their Way, ReadWorks, Lexia Core5 Reading, SPIRE, Orton-Gillingham, Waggle, iREAD, and Read Naturally.

List of Other Programs for Students (Schoolwide or Targeted to Specific Groups of Students)

Parker Montessori School 56 is progressively implementing Multi-Tiered Systems of Support (MTSS). Continual emphasis is being placed on ensuring students are educated holistically through comprehensive and aligned academic, behavioral, social, and emotional services.

Summary of Teacher and Staff Recruitment, Selection, Induction, and Retention Strategies

Parker Montessori School 56 and Indianapolis Public Schools offer extensive support to individuals pursuing careers in education by providing a variety of teacher training experiences. Vacancies are posted on the district website with a stringent screening and interviewing process to identify candidates best suited for open positions. Once new staff members have joined the team, Parker Montessori provides multiple layers of support to guarantee adequate support while they acclimate to the school and the responsibilities of being a full-time educator. New teachers are assigned a mentor with whom they meet regularly, as well as the school offering collaborative and supportive grade level partnerships. Administrators have an open door policy and make additional efforts to foster relationships with teachers and support staff that are conducive to open dialogue and the staff freely and willingly seeking guidance.

Summary of Teacher and Staff Professional Learning Opportunities

Parker Montessori School 56 recognizes the importance of ensuring continuous improvement through engaging and differentiated professional supports for all teachers. District level training targeting several of our school improvement initiatives is offered to teachers throughout the year. Current professional learning has been focused on increasing cultural competency and the incorporation of trauma-sensitive practices. Professional learning to support new teachers and the effective use of technology to bolster learning is also available at the district level. At the building level, professional learning is led by administration, as well as district and building level instructional coaches, with emphasis placed on providing learning opportunities that build teacher and staff capacity related to improving curriculum and instruction through effective PLC structures, the use of data to inform instruction, increased rigor and relevance, restorative justice practices, and trauma-responsive practices.

Summary of Teacher and Staff Coaching and Evaluation Model

Parker Montessori School 56 offers a robust coaching program for teachers as identified by needs and experience. New teachers are assigned a mentor with whom they meet weekly to support newcomers as they acclimate to the building and the demands of the profession. Comprehensive coaching is facilitated through PLCs where building level coaches, as well as district-level literacy and math coaches, support the continuous development of instructional capacities. Evaluations are conducted using the RISE rubric with a formal, long observation and two informal short observations occurring over the course of the school year. Results are shared during one-on-one meetings with administrators where goals and ongoing development are collaboratively discussed and determined. For those needing more intensive support, professional improvement plans are written with frequent meetings with administrators to provide adequate support and evaluate progress.

Summary of Key Family and Community Engagement Strategies

Parker Montessori School 56 recognizes the importance of cultivating supportive partnerships with parents conducive to high levels of engagement. The school has been innovative in how it elicits parent participation by not only seeking participation and input through the traditional means of their parent-teacher organization, the Eagle Fan Club, but also incorporating systems of support for families to ensure parents have the tools necessary to adequately support their child academically. Literacy is embedded in all school events to further the acquisition of reading competency through parental support. A Family and Community Liaison and Community Council meetings provide additional opportunities for parents and community members to share their desires for the school. Parker Montessori has an open-door policy where parents can readily access administration and teachers with supportive measures including a food bank and the provision of books through One Book One School to foster literacy. Communication with parents is ongoing with families apprised of services and resources via the School Messenger service. The Minute for Montessori is a weekly phone call to parents with announcements for the upcoming week on Sunday evening. It is accompanied by a text message duplicate of the voice call. The Eagles' Nest newsletter shares the information digitally in an expanded form with updates also being posted on the school website. Class Dojo is utilized as a communication platform by teachers to facilitate communication with parents. Academic performance indicators are shared routinely throughout the school year with parents being apprised of students' present levels, including ILEARN and NWEA performance, during parent-teacher conferences in October and ILEARN and NWEA reports being mailed home. Moreover, the school regularly hosts events throughout the school year to involve parents in academics and provide them with insight as to how they can best support their student at home including Back to School Night-Ice Cream Social, literacy nights, Montessori 101, Fall Festival, Monday Montessori meetings, SEL nights, as well as sending home monthly newsletters and posting on social media platforms.

List of Community Partnerships

- Martindale Church of Christ
- Teachers Credit Union
- CICF
- Indianapolis Colts
- Trinity Church
- Mercy Road Church
- Indiana Lyons Club
- Art with a Heart
- Edna Martin Christian Center

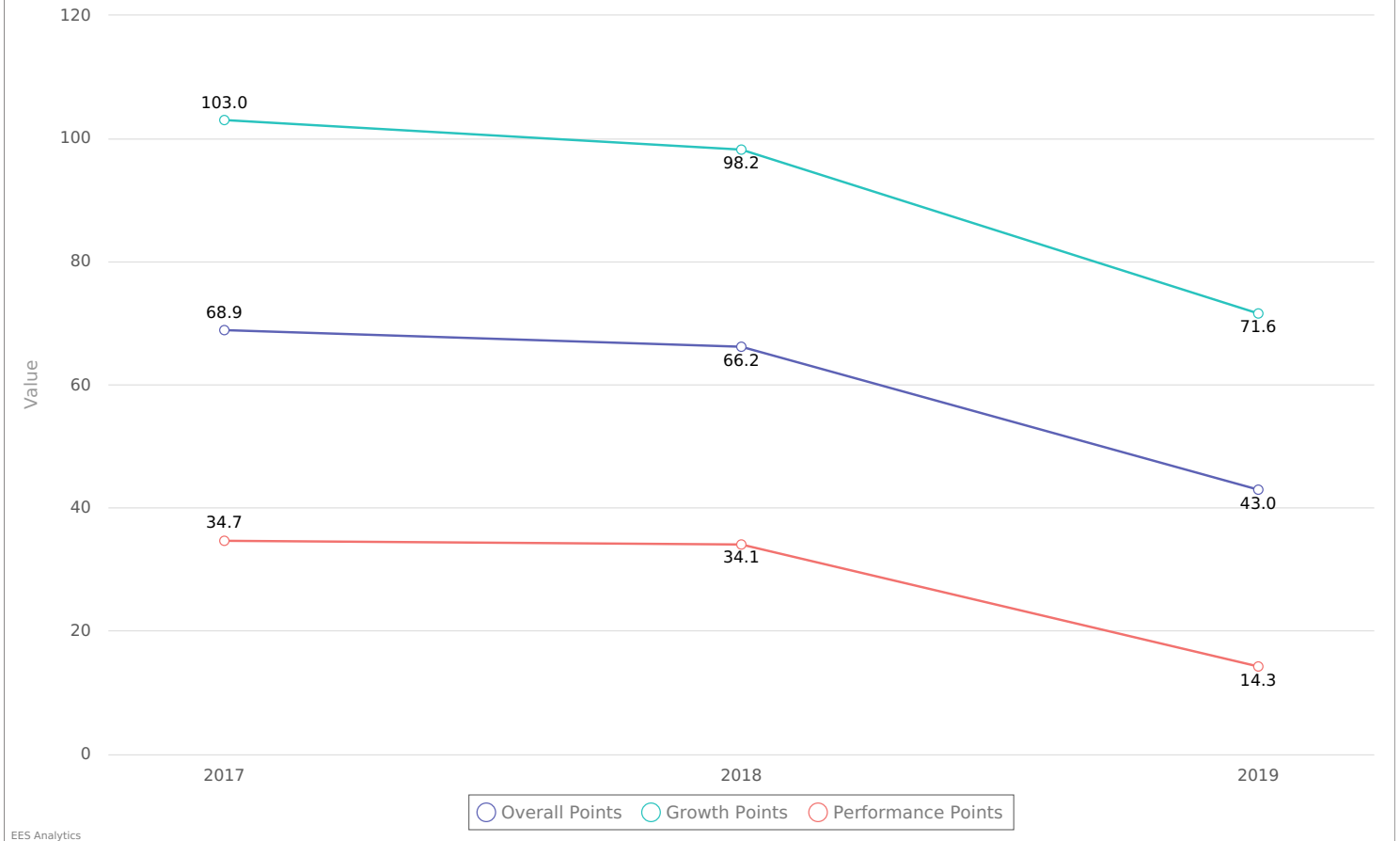


Appendix B

Report Card Analysis

Francis W Parker School 56

ELA Characteristic comparison in 2017-2019

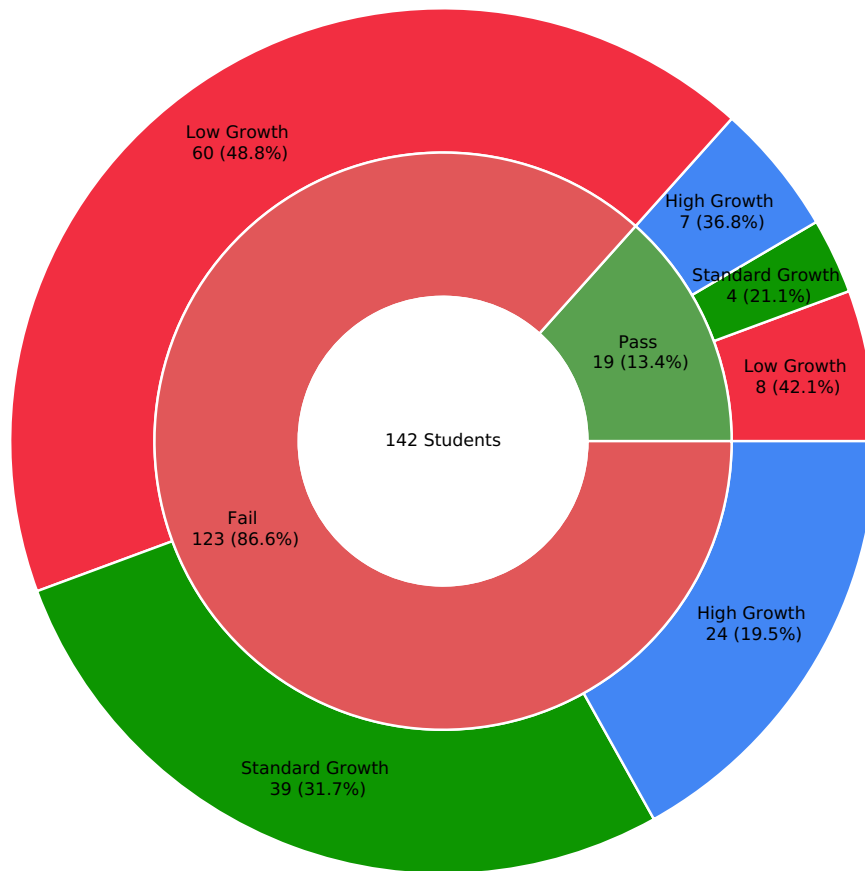


The overall points earned in the accountability system was 68.9 in 2017. It was 66.2 in 2018 and 43.0 in 2019. The difference over the last two years in -25.9.

The performance points earned in the accountability system was 34.7 in 2017. It was 34.1 in 2018 and 14.3 in 2019. The difference over the last two years in -20.4.

The growth points earned in the accountability system was 103.0 in 2017. It was 98.2 in 2018 and 71.6 in 2019. The difference over the last two years in -31.4.

Francis W Parker School 56
ELA Proficiency and Growth for 2019

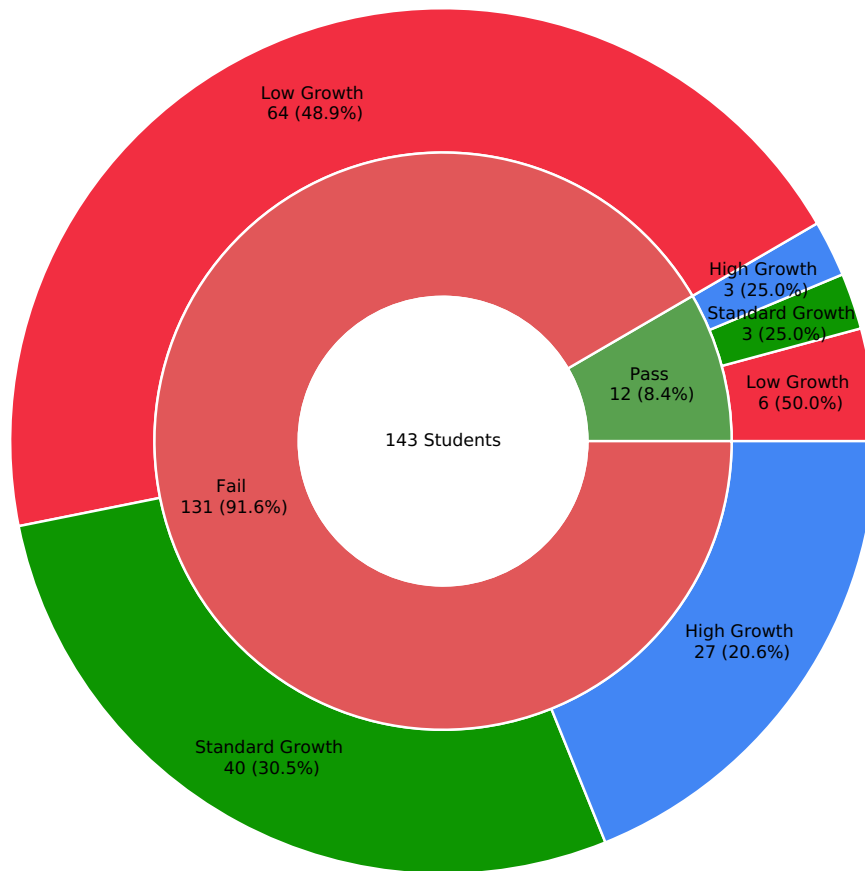


EES Analytics

Of the 142 students, there were 13.4% who passed and 86.6% who did not pass. Of the students who passed, there were 36.8% demonstrated high growth, 21.1% demonstrated standard growth, and 42.1% demonstrated low growth. For the students who did not pass, there were 19.5% demonstrated high growth, 31.7% demonstrated standard growth, and 48.8% demonstrated low growth.

- A high percentage of the students who passed were in the low growth category with 42.1%, this indicates that these students had less than one-year growth when compared to their academic peers.
- A high percentage of the students who did not pass were in the low growth category with 48.8%, this indicates that these students had less than one-year growth when compared to their academic peers.

Francis W Parker School 56
MATH Proficiency and Growth for 2019



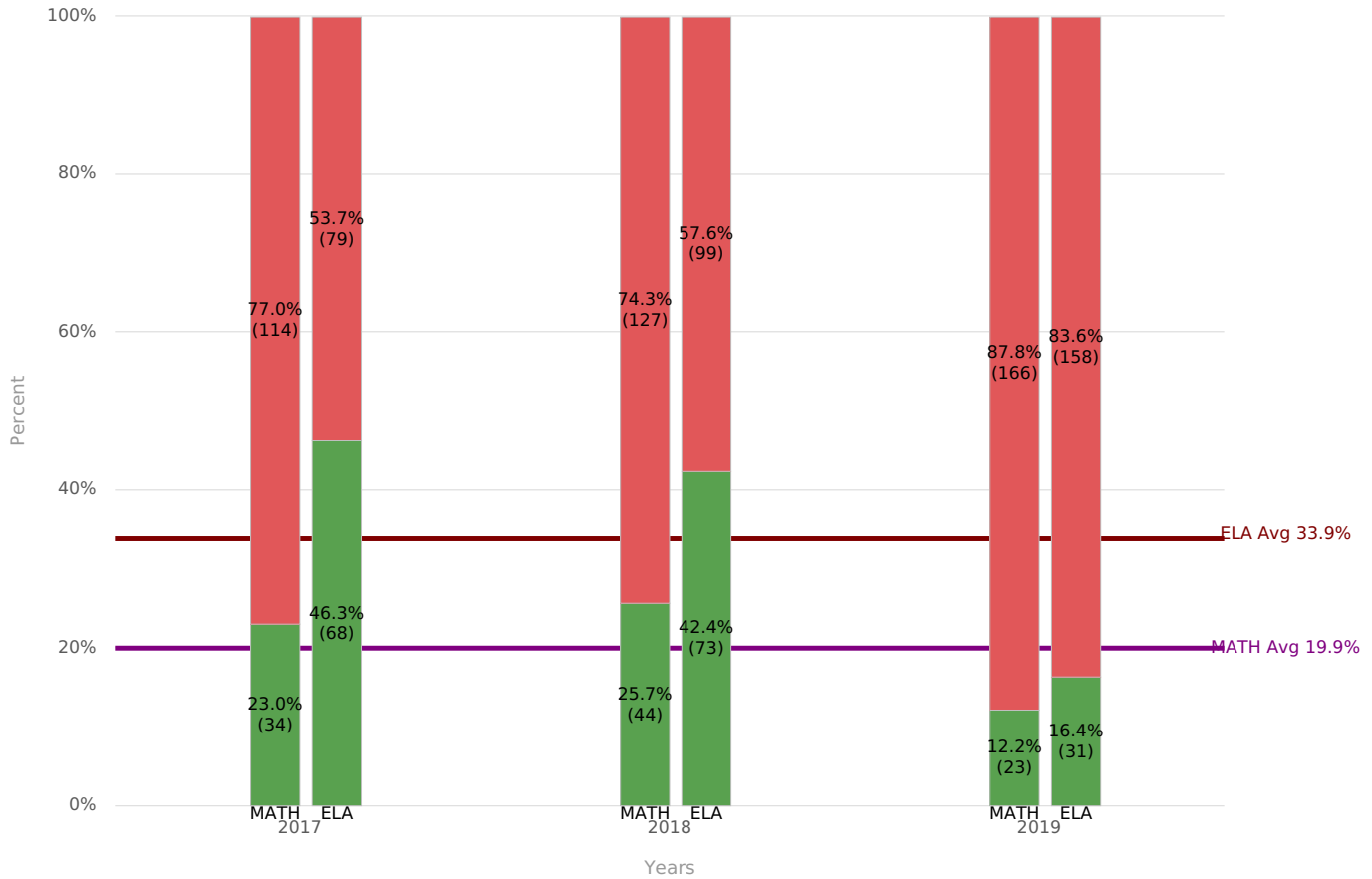
EES Analytics

Of the 143 students, there were 8.4% who passed and 91.6% who did not pass. Of the students who passed, there were 25.0% demonstrated high growth, 25.0% demonstrated standard growth, and 50.0% demonstrated low growth. For the students who did not pass, there were 20.6% demonstrated high growth, 30.5% demonstrated standard growth, and 48.9% demonstrated low growth.

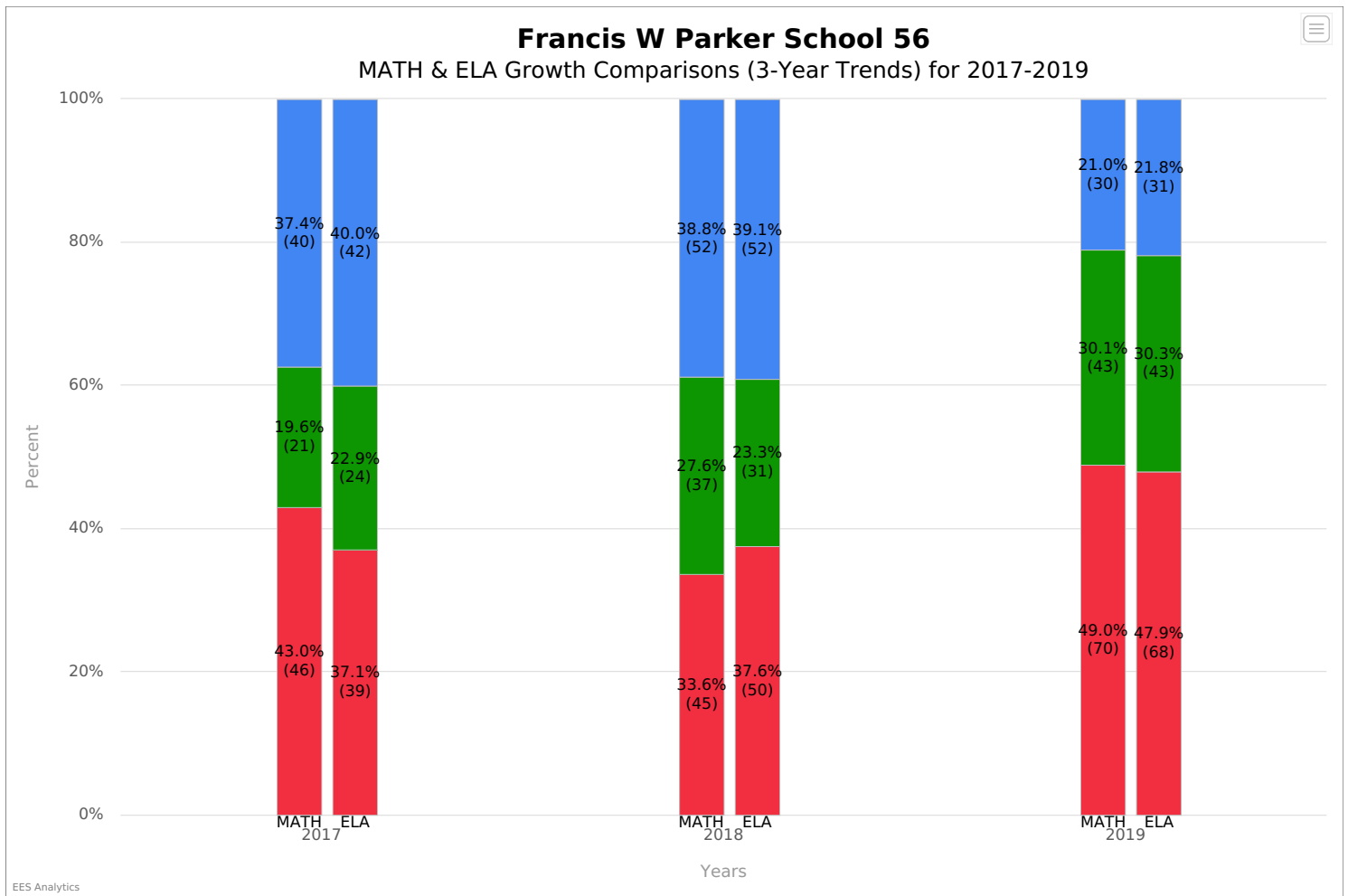
- A high percentage of the students who passed were in the low growth category with 50.0%, this indicates that these students had less than one-year growth when compared to their academic peers.
- A high percentage of the students who did not pass were in the low growth category with 48.9%, this indicates that these students had less than one-year growth when compared to their academic peers.

Francis W Parker School 56

MATH & ELA Proficiency Comparisons (3-Year Trends) for 2017-2019



On average, 19.9% of students have passed the Math test for the last 3 years. In the last 2 years, Math has had a -10.8 percentage points change. On average, 33.9% of students have passed the ELA test for the last 3 years. In the last 2 years, ELA has had a -29.9 percentage points change. Students have achieved higher pass rates in ELA than Math by 14.0% on average over the past three years.

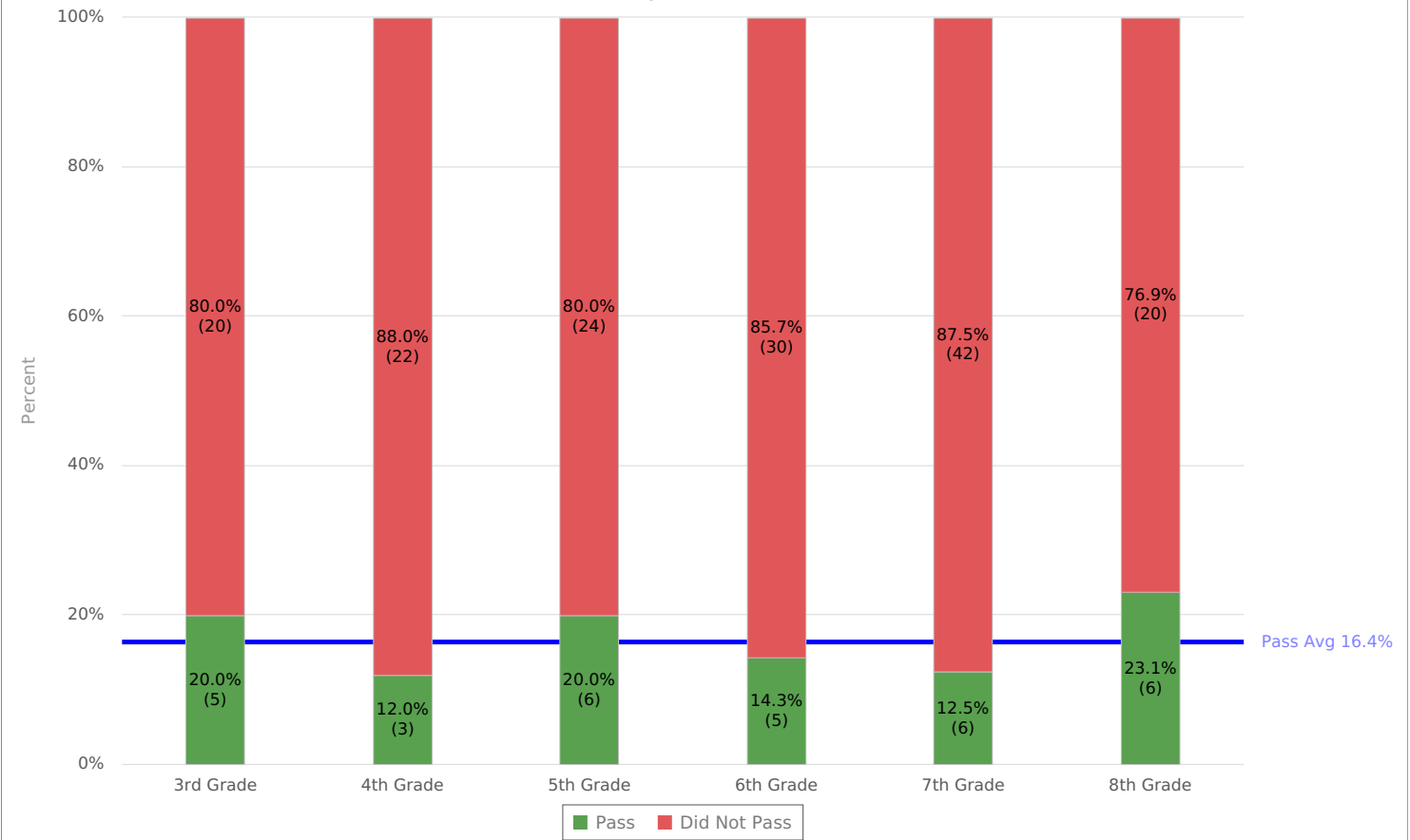


On average, 41.9% of students have demonstrated low growth on the MATH test over the last 3 years. On average, 31.8% of students have demonstrated high growth on the MATH test over the last 3 years. Over the last 2 years, the percentage of students in low growth for MATH has increased by 6.0. Over the last 2 years, the percentage of students in high growth for MATH has decreased by 16.4.

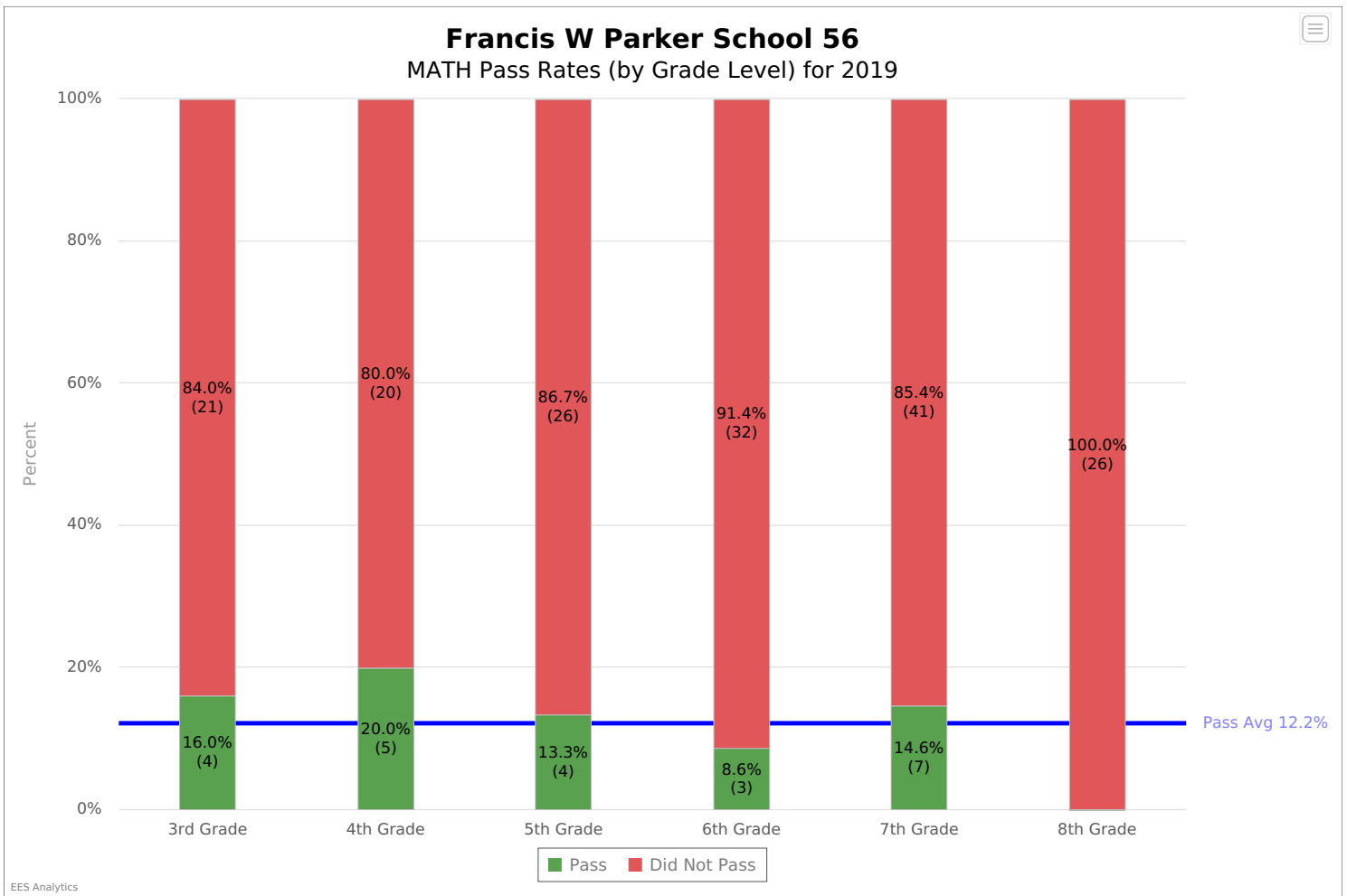
On average, 41.3% of students have demonstrated low growth on the ELA test over the last 3 years. On average, 32.9% of students have demonstrated high growth on the ELA test over the last 3 years. Over the last 2 years, the percentage of students in low growth for ELA has increased by 10.7. Over the last 2 years, the percentage of students in high growth for ELA has decreased by 18.2.

Francis W Parker School 56

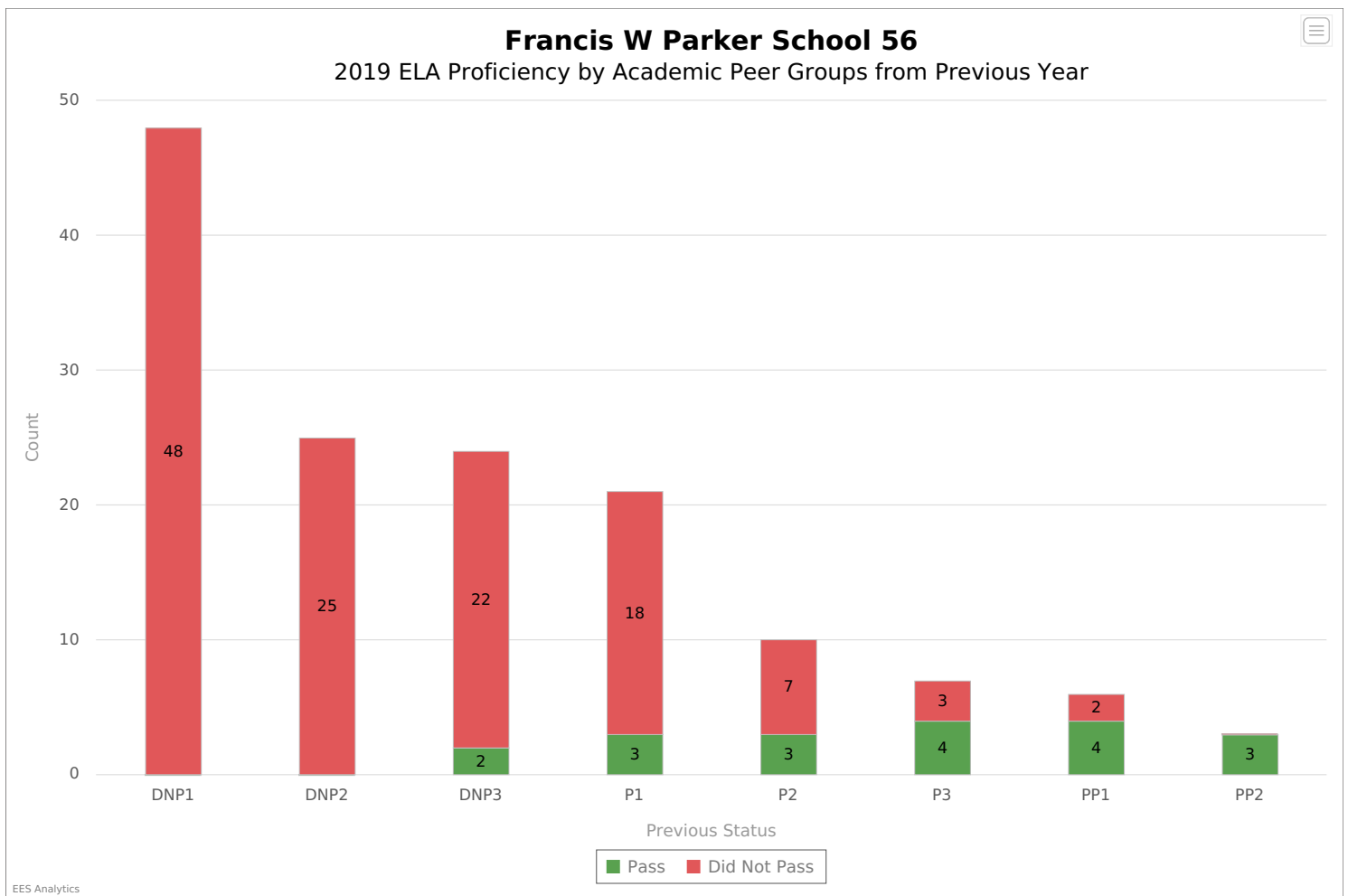
ELA Pass Rates (by Grade Level) for 2019



The 8th grade had the highest percentage of students passing. This grade level was 6.7 percentage points above the average passing percentage for the school. The 4th grade had the lowest percentage of student passing. This grade level was 4.4 percentage points below the average passing percentage for the building. There is a 11.1 percentage point spread between the highest and lowest passing percentage.



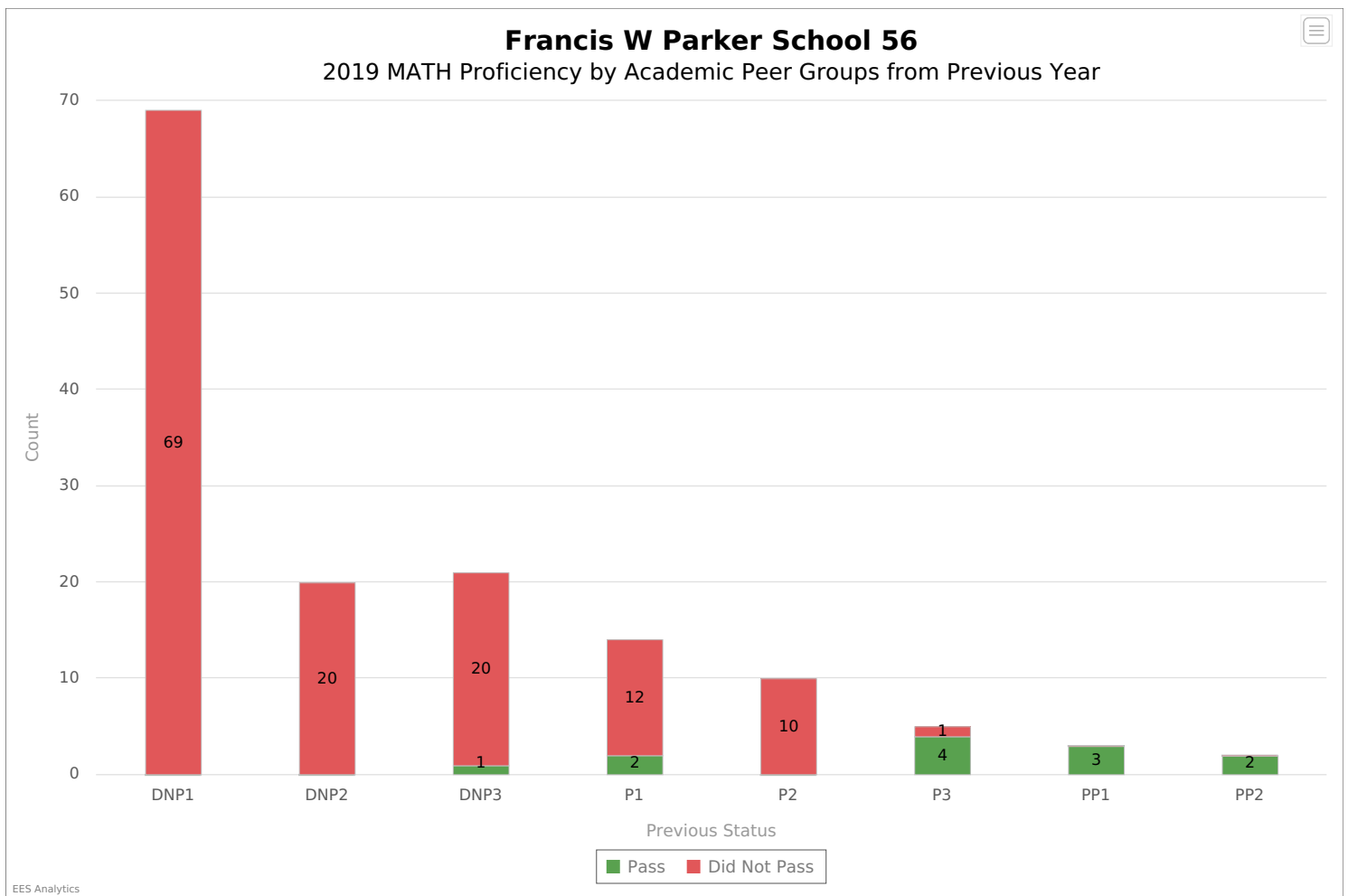
The 4th grade had the highest percentage of students passing. This grade level was 7.8 percentage points above the average passing percentage for the school. The 8th grade had the lowest percentage of student passing. This grade level was 12.2 percentage points below the average passing percentage for the building. There is a 20.0 percentage point spread between the highest and lowest passing percentage.



Of the 47 students who passed the previous year, there were 30 students (63.8%) who did not pass this year.

Of the 97 students who did not pass the previous year, there were 2 students (2.1%) who did pass this year. The net proficiency value (number of students gained minus students lost) was -28. Students who were just above or below the cut line from last year (DNP3 and P1) had a pass rate of 11.1% this year. The year before the pass rate for these students was 46.7%.

- There were 12 students who had previously scored well above the cut score (P2 academic peer group or higher) the previous year that did not pass this year.
- It should be noted that a large portion of the student population (50.7%) is in the DNP1 or DNP2 academic peer groups, indicating many students started well below grade level.



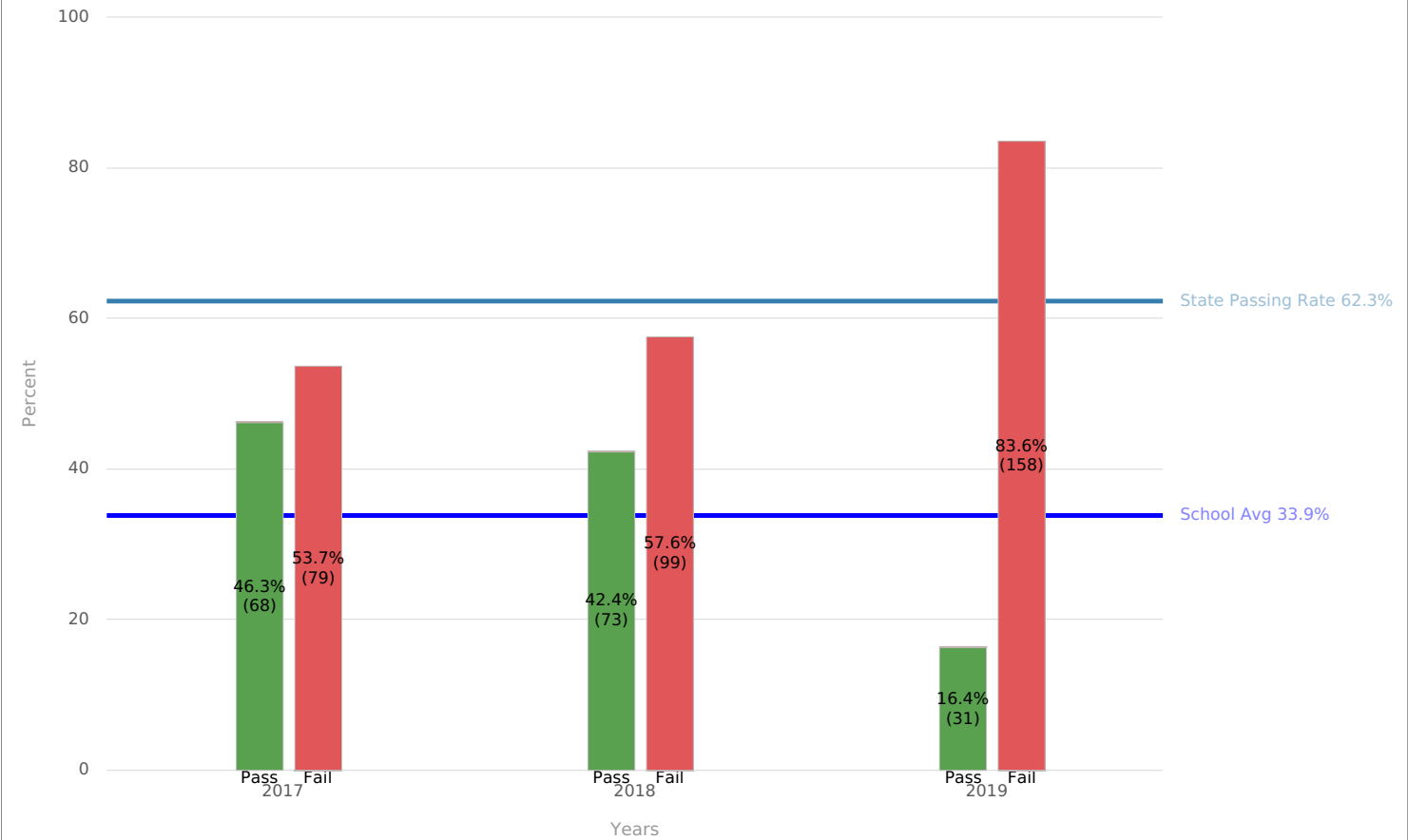
Of the 34 students who passed the previous year, there were 23 students (67.6%) who did not pass this year.

Of the 110 students who did not pass the previous year, there were 1 students (0.9%) who did pass this year. The net proficiency value (number of students gained minus students lost) was -22. Students who were just above or below the cut line from last year (DNP3 and P1) had a pass rate of 8.6% this year. The year before the pass rate for these students was 40.0%.

- There were 11 students who had previously scored well above the cut score (P2 academic peer group or higher) the previous year that did not pass this year.
- It should be noted that a large portion of the student population (61.8%) is in the DNP1 or DNP2 academic peer groups, indicating many students started well below grade level.

Francis W Parker School 56

ELA Pass Rates (3-Year Trends) for 2017-2019

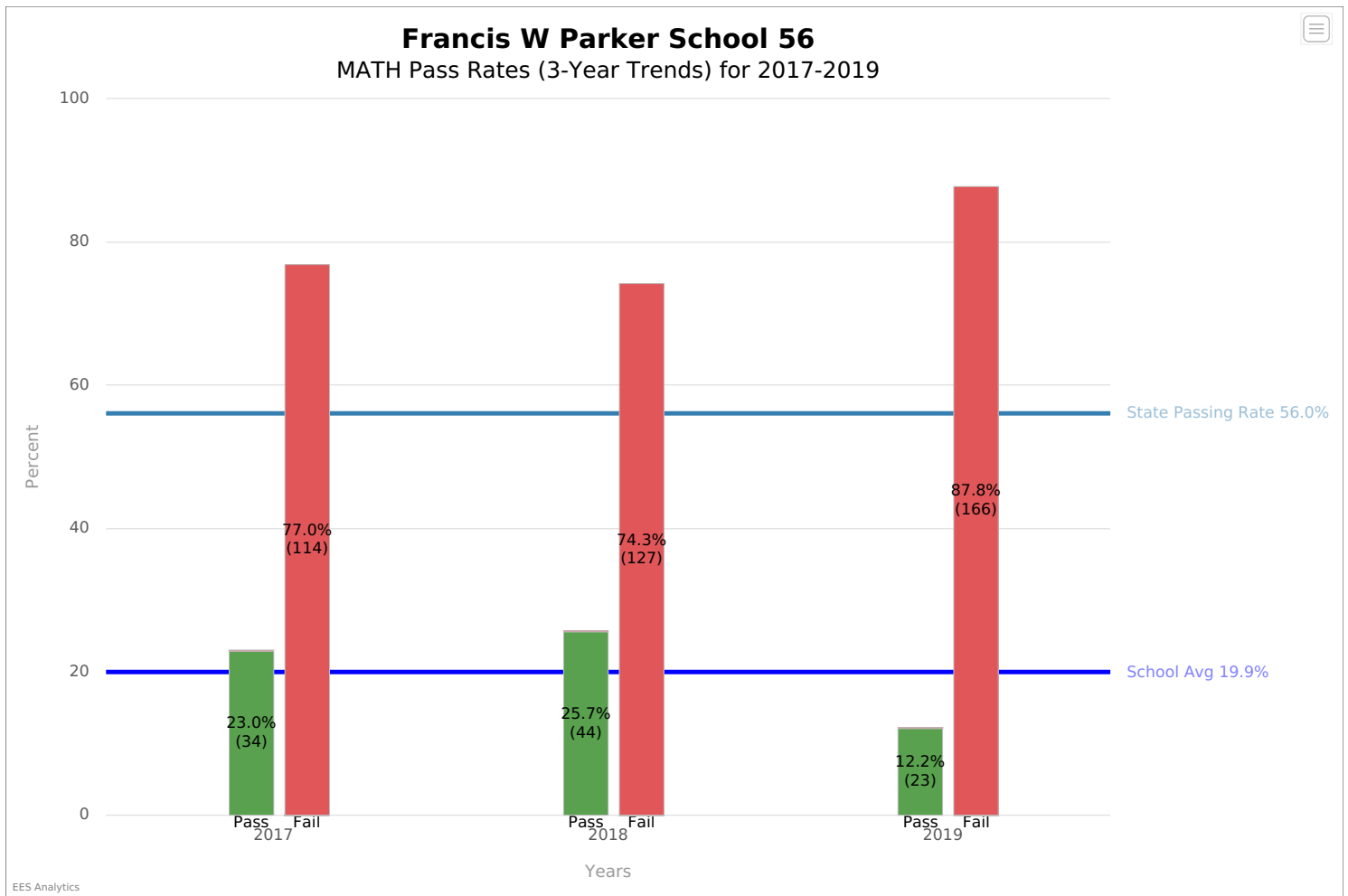


The ELA pass rates for the last three years have gone from 46.3% to 42.4%, and most recently to 16.4%. This indicates a pass rate change of -29.9 percentage points over the last 2 years. To make significant progress in closing the achievement gap in the next five years (decreasing the number of students not passing by half within five years), you would need a 41.8% increase from your current passing rate. That is an annual increase of 8.4%.

Difference between school and

State Average

-28.4%



The MATH pass rates for the last three years have gone from 23.0% to 25.7%, and most recently to 12.2%. This indicates a pass rate change of -10.8 percentage points over the last 2 years. To make significant progress in closing the achievement gap in the next five years (decreasing the number of students not passing by half within five years), you would need a 43.9% increase from your current passing rate. That is an annual increase of 8.8%.

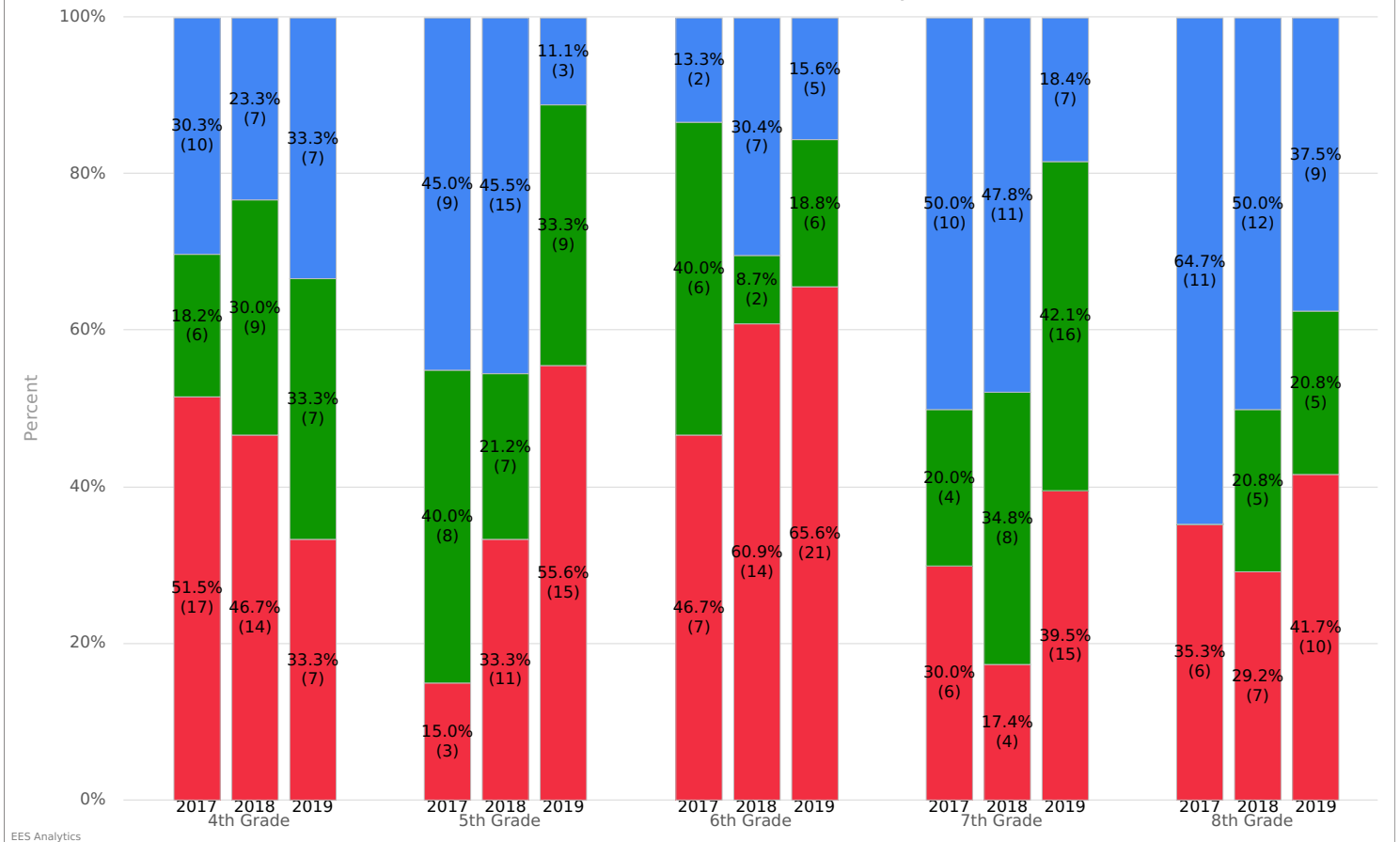
Difference between school and

State Average

-36.1%

Francis W Parker School 56

ELA Grade level in 2017-2019 by Year



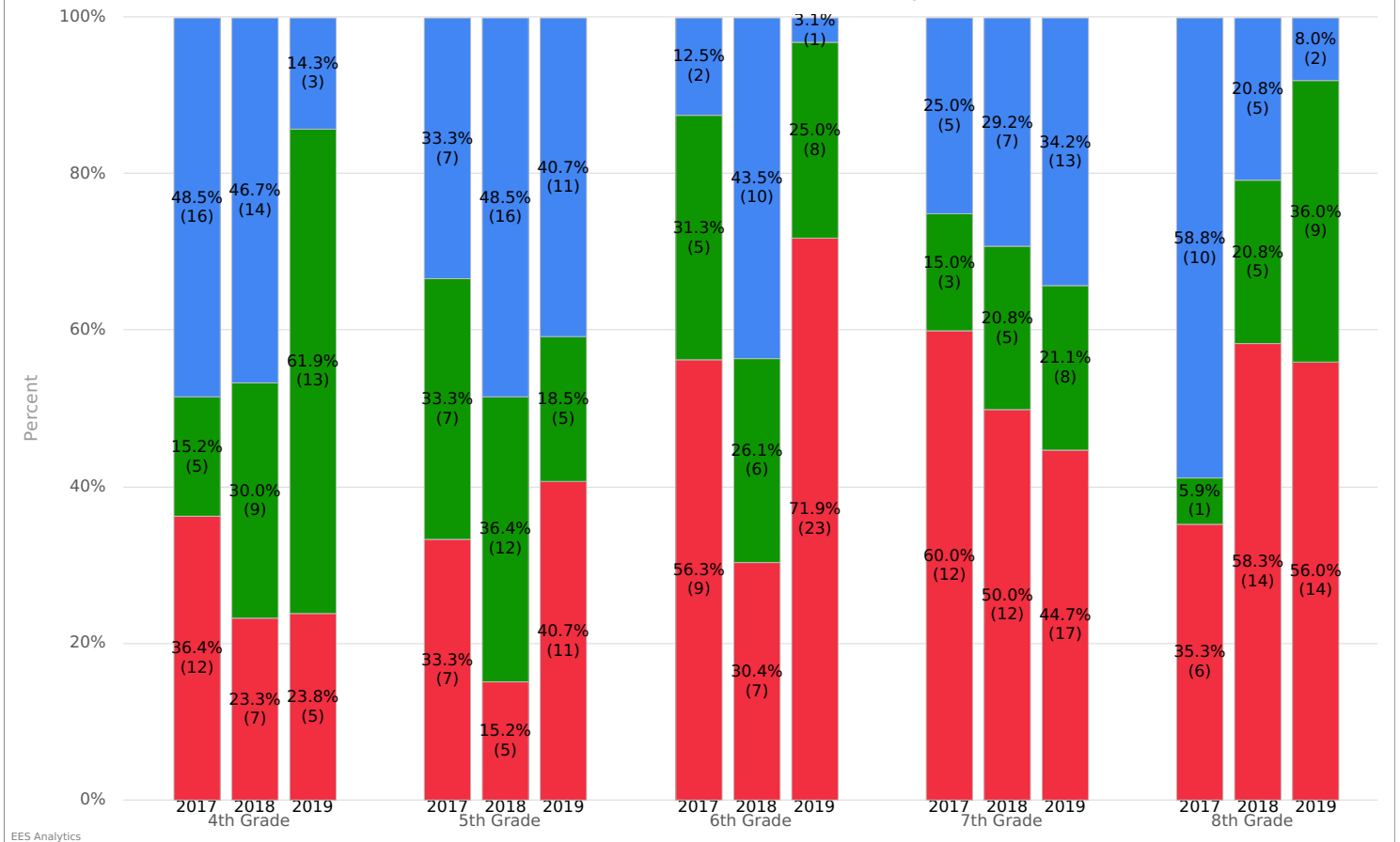
The percentage of students in low growth has gone from 37.1% to 37.6%, and most recently to 47.9%. This is a change of 10.7% over the last 2 years.

The percentage of students in standard growth has gone from 22.9% to 23.3%, and most recently to 30.3%. This is a change of 7.4% over the last 2 years.

The percentage of students in high growth has gone from 40.0% to 39.1%, and most recently to 21.8%. This is a change of -18.2% over the last 2 years.

Francis W Parker School 56

MATH Grade level in 2017-2019 by Year



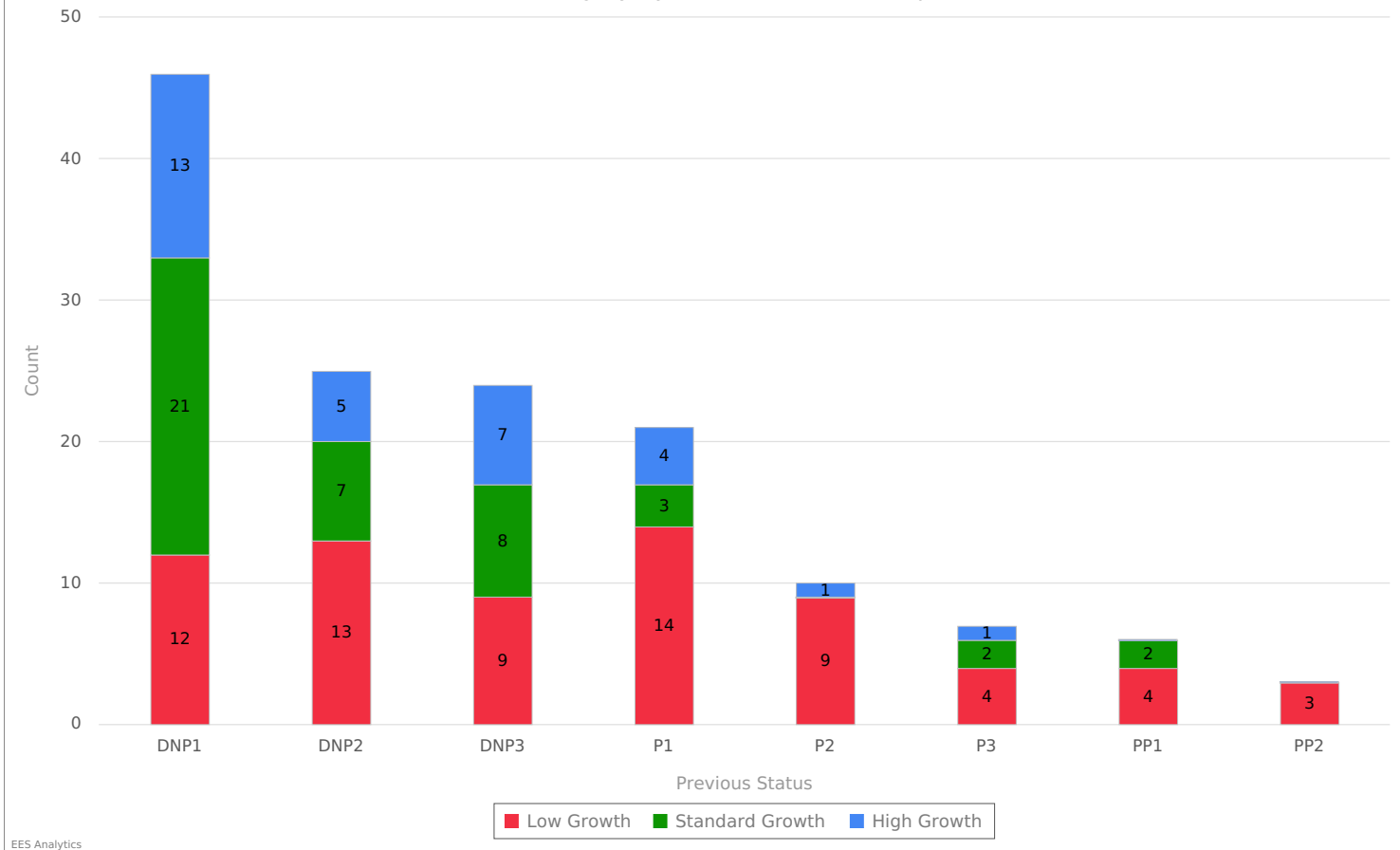
The percentage of students in low growth has gone from 43.0% to 33.6%, and most recently to 49.0%. This is a change of 6.0% over the last 2 years.

The percentage of students in standard growth has gone from 19.6% to 27.6%, and most recently to 30.1%. This is a change of 10.4% over the last 2 years.

The percentage of students in high growth has gone from 37.4% to 38.8%, and most recently to 21.0%. This is a change of -16.4% over the last 2 years.

Francis W Parker School 56

2019 ELA Growth Category by Academic Peer Groups from Previous Year



There were 68 students in the low growth category, which accounts for 47.9%. More specifically, of the students who did not pass the previous year, 35.8% fell into the low growth category meaning they fell even further behind their peers by achieving less than one year of growth.

There were 43 students in the standard growth category, which accounts for 30.3%.

There were 31 students in the high growth category, which accounts for 21.8%. More specifically, of last year's students who did not pass, 26.3% attained the high growth meaning they gained ground on their peers and achieved more than one year's growth.

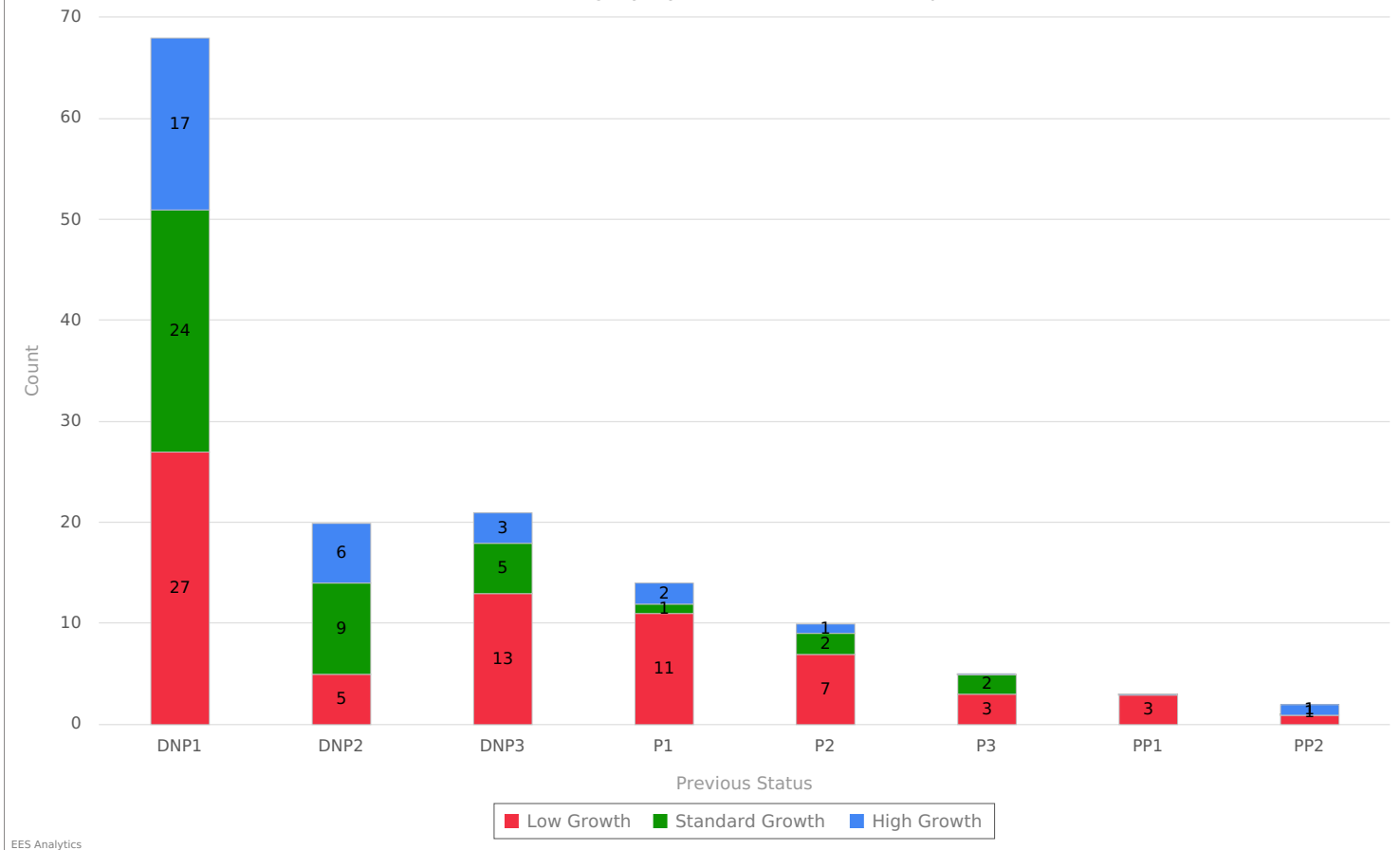
Those students nearest the cut scores (DNP3 and P1) had 51.1% in low growth and 24.4% in high growth. The net growth value (number of high growth students minus low growth students) was -42.

There were **34 students**, 23.9% of the total students, who received **0 points** on the growth accountability measure. Every student receiving a zero substantially impacts your growth calculation and demonstrates that these students are not progressing academically.

- The students furthest behind grade level proficiency (DNP1) only had 28.3% in the high growth category. This indicates not enough students in this category are surpassing a year of growth, which would be needed if they are going to catch their peers.
- There were 68.8% of your highest performing students (P3, PP1, & PP2) that fell in the low growth category. This indicates these students did not demonstrate at least a year of growth and may not be receiving the exposure to academic rigor and opportunities for enrichment needed to grow academically.

Francis W Parker School 56

2019 MATH Growth Category by Academic Peer Groups from Previous Year



There were 70 students in the low growth category, which accounts for 49.0%. More specifically, of the students who did not pass the previous year, 41.3% fell into the low growth category meaning they fell even further behind their peers by achieving less than one year of growth.

There were 43 students in the standard growth category, which accounts for 30.1%.

There were 30 students in the high growth category, which accounts for 21.0%. More specifically, of last year's students who did not pass, 23.9% attained the high growth meaning they gained ground on their peers and achieved more than one year's growth.

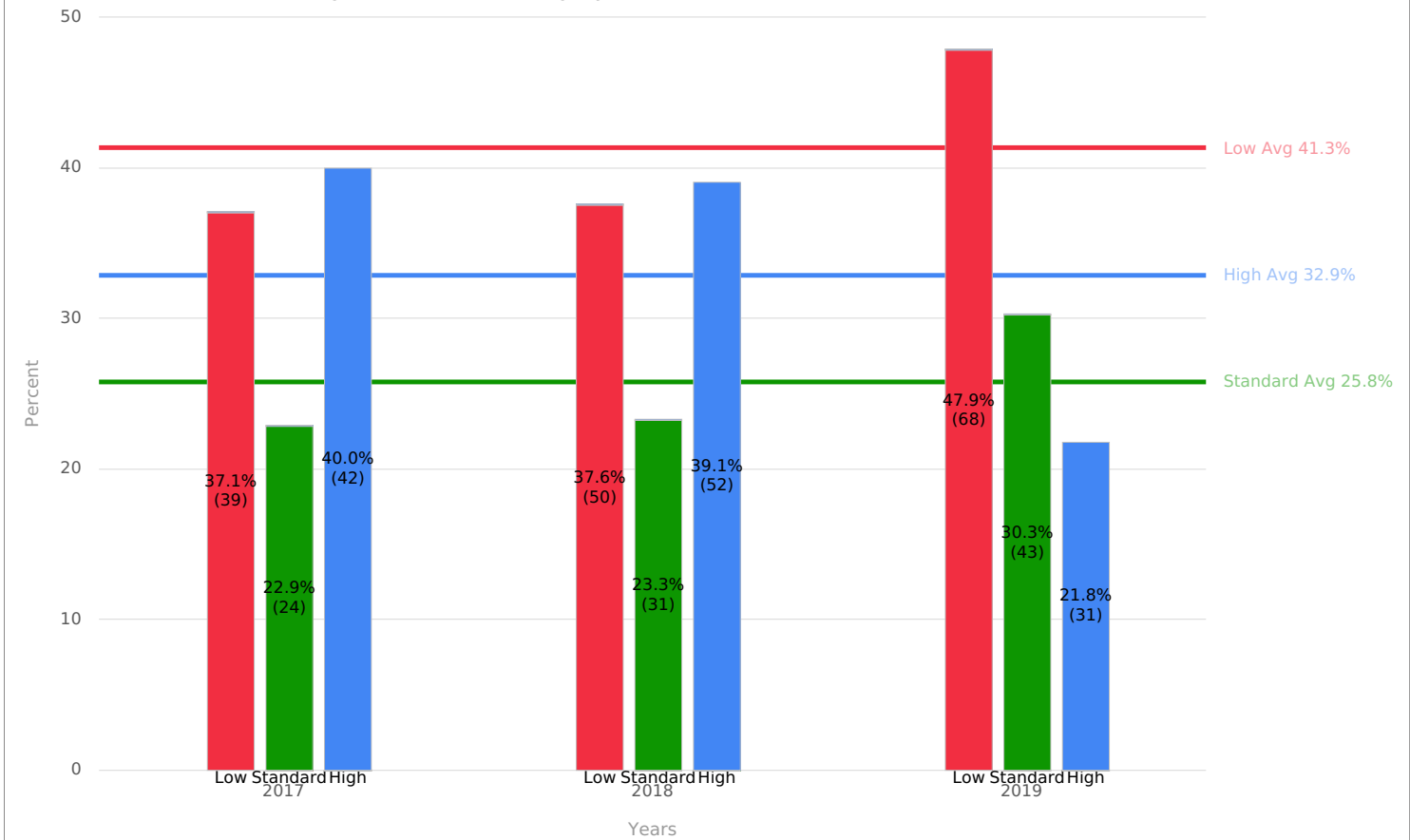
Those students nearest the cut scores (DNP3 and P1) had 68.6% in low growth and 14.3% in high growth. The net growth value (number of high growth students minus low growth students) was -51.

There were **45 students**, 31.5% of the total students, who received **0 points** on the growth accountability measure. Every student receiving a zero substantially impacts your growth calculation and demonstrates that these students are not progressing academically.

- The students furthest behind grade level proficiency (DNP1) only had 25.0% in the high growth category. This indicates not enough students in this category are surpassing a year of growth, which would be needed if they are going to catch their peers.
- There were 70.0% of your highest performing students (P3, PP1, & PP2) that fell in the low growth category. This indicates these students did not demonstrate at least a year of growth and may not be receiving the exposure to academic rigor and opportunities for enrichment needed to grow academically.

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ELA Percentages of Growth Category Distributions (3-Year Trends) for 2017-2019

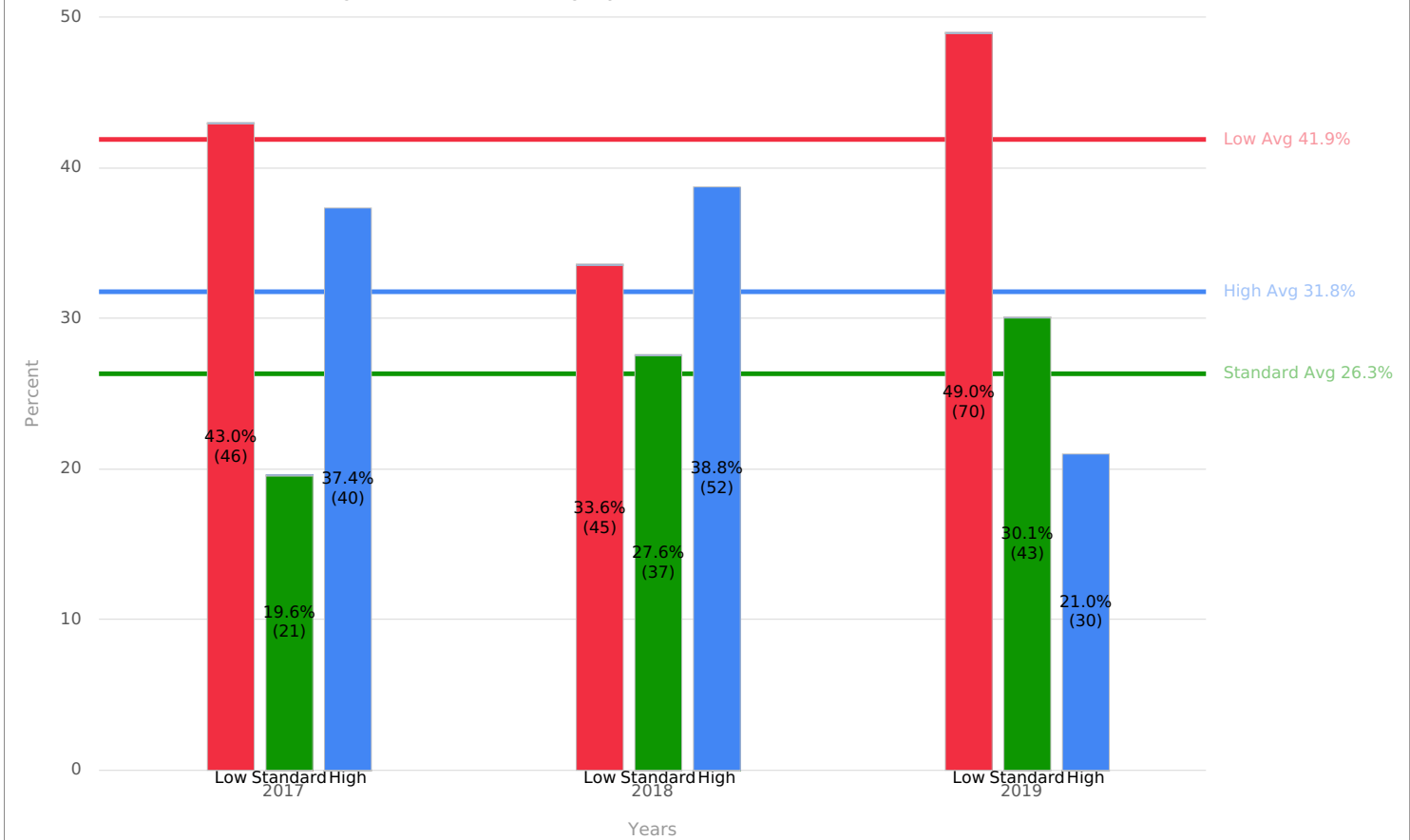


The average percentage of low growth students for the last 3 years has been 41.3%. In the last 2 years, the percentage of students in low growth has increased by 10.7 percentage points. The average percentage of standard growth students for the last 3 years has been 25.8%. The average percentage of high growth students for the last 3 years has been 32.9%. In the last 2 years, the percentage of students in high growth has decreased by 18.2 percentage points.

- An even distribution between the three growth categories would result in 33.3% of students falling in the low growth category. However, you have 47.9% of students demonstrating low growth on the most recent year (14.6% higher than an even distribution) not meeting one year of growth.

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MATH Percentages of Growth Category Distributions (3-Year Trends) for 2017-2019

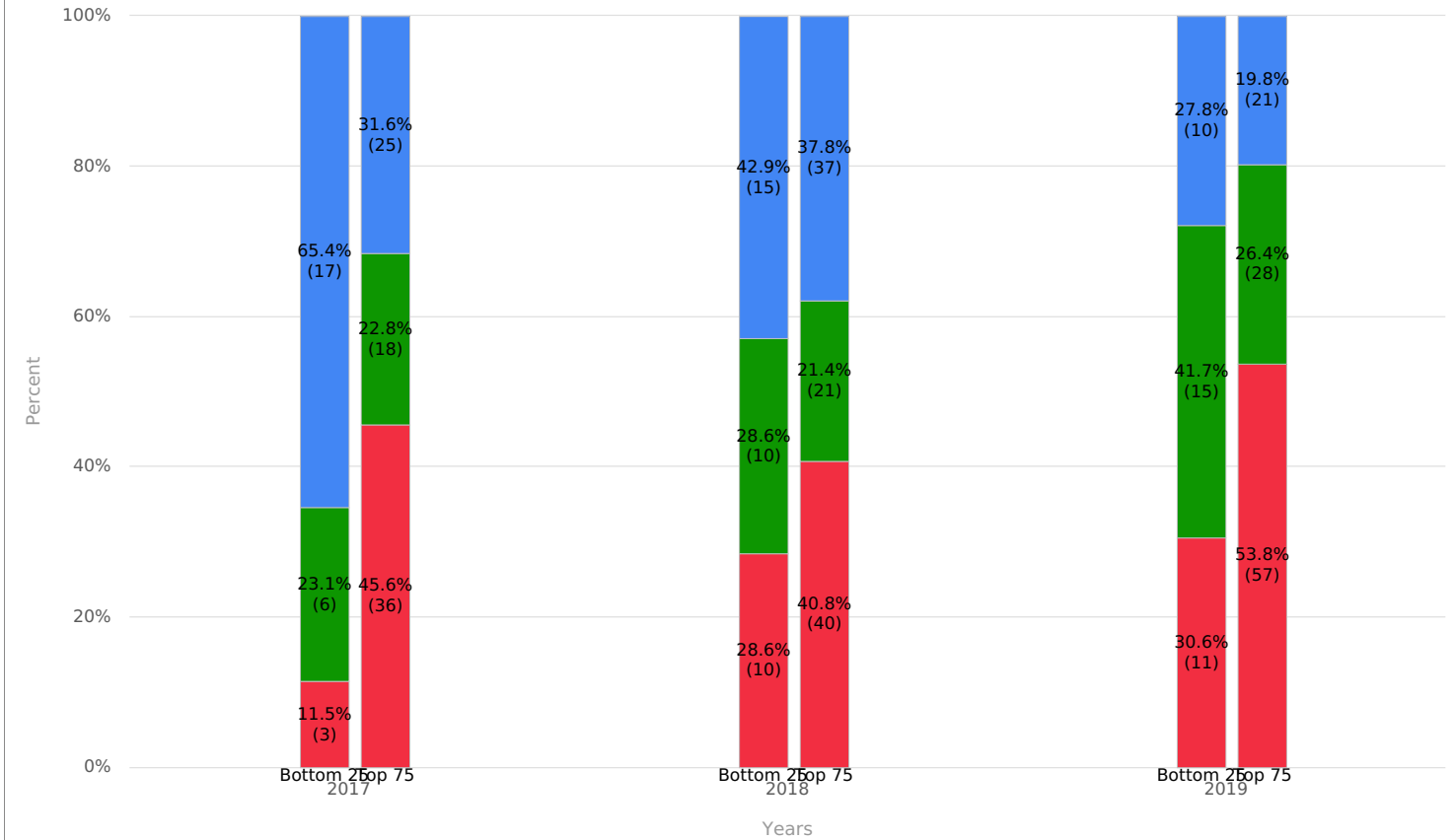


The average percentage of low growth students for the last 3 years has been 41.9%. In the last 2 years, the percentage of students in low growth has increased by 6.0 percentage points. The average percentage of standard growth students for the last 3 years has been 26.3%. The average percentage of high growth students for the last 3 years has been 31.8%. In the last 2 years, the percentage of students in high growth has decreased by 16.4 percentage points.

- An even distribution between the three growth categories would result in 33.3% of students falling in the low growth category. However, you have 49.0% of students demonstrating low growth on the most recent year (15.7% higher than an even distribution) not meeting one year of growth.

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ELA Percentages of Growth Category Distributions (3-Year Trends) for 2017-2019 for Bottom 25% and Top 75% Student Groups



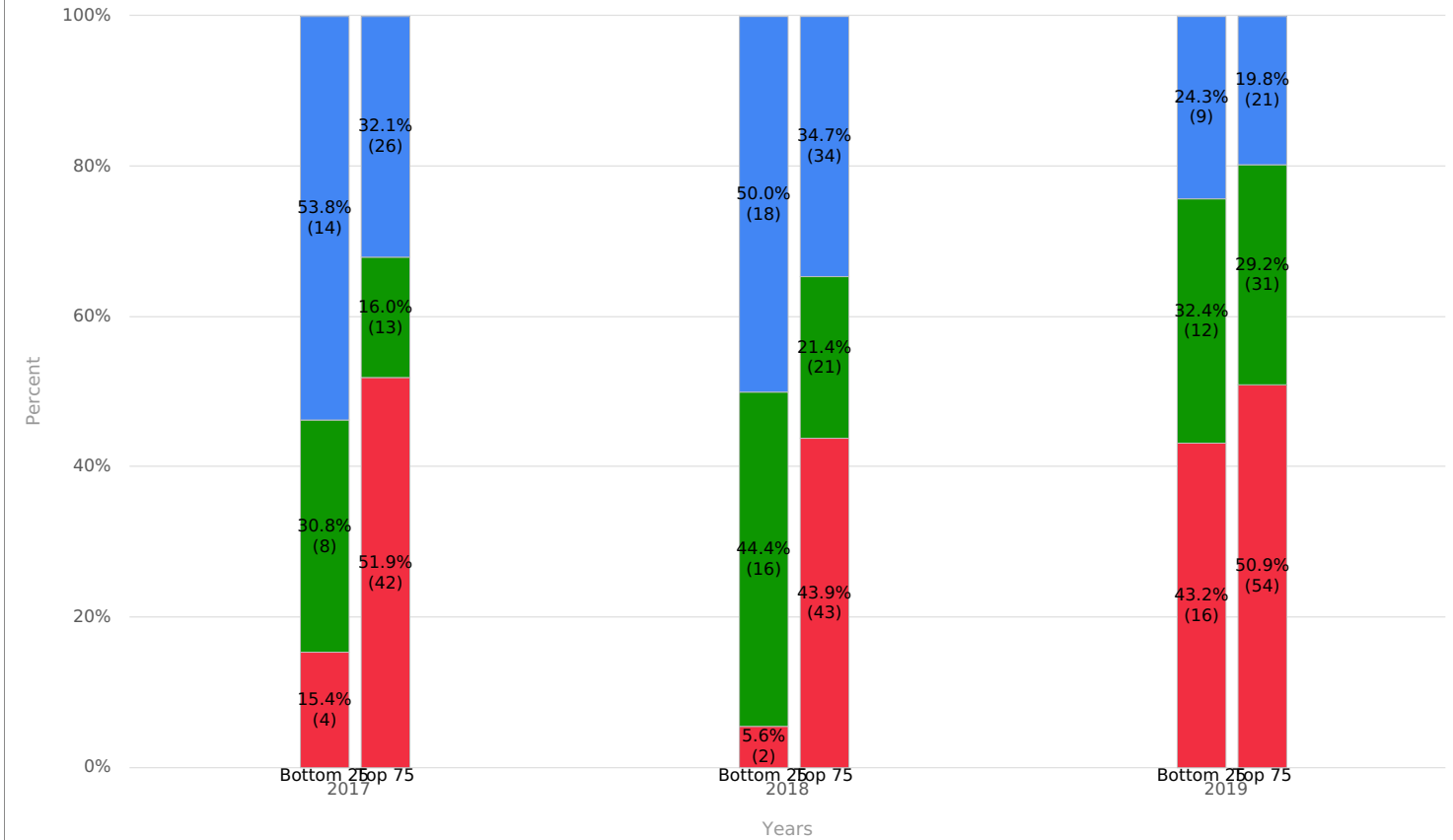
The average percentage of low growth students for the last 3 years has been 24.7% for students in the bottom 25% group. In the last 2 years, the percentage of students in low growth has increased by 19.0 percentage points for the bottom 25% group. The average percentage of standard growth students for the last 3 years has been 32.0% in the bottom 25% student group. The average percentage of high growth students for the last 3 years has been 43.3% for students in the bottom 25% group. In the last 2 years, the percentage of students in high growth has decreased by 37.6 percentage points for the bottom 25%.

The average percentage of low growth students for the last 3 years has been 47.0% for students in the top 75% group. In the last 2 years, the percentage of students in low growth has increased by 8.2 percentage points for the top 75% group. The average percentage of standard growth students for the last 3 years has been 23.7% in the top 75% student group. The average percentage of high growth students for the last 3 years has been 29.3% for students in the top 75% group. In the last 2 years, the percentage of students in high growth has decreased by 11.8 percentage points for the top 75%.

- An even distribution between the three growth categories would result in 33.3% of students falling in the low growth category. However, you have 53.8% of the top 75% students in low growth on the most recent year (20.5% higher than an even distribution) not meeting one year of growth and falling further behind their peers.

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MATH Percentages of Growth Category Distributions (3-Year Trends) for 2017-2019 for Bottom 25% and Top 75% Student Groups



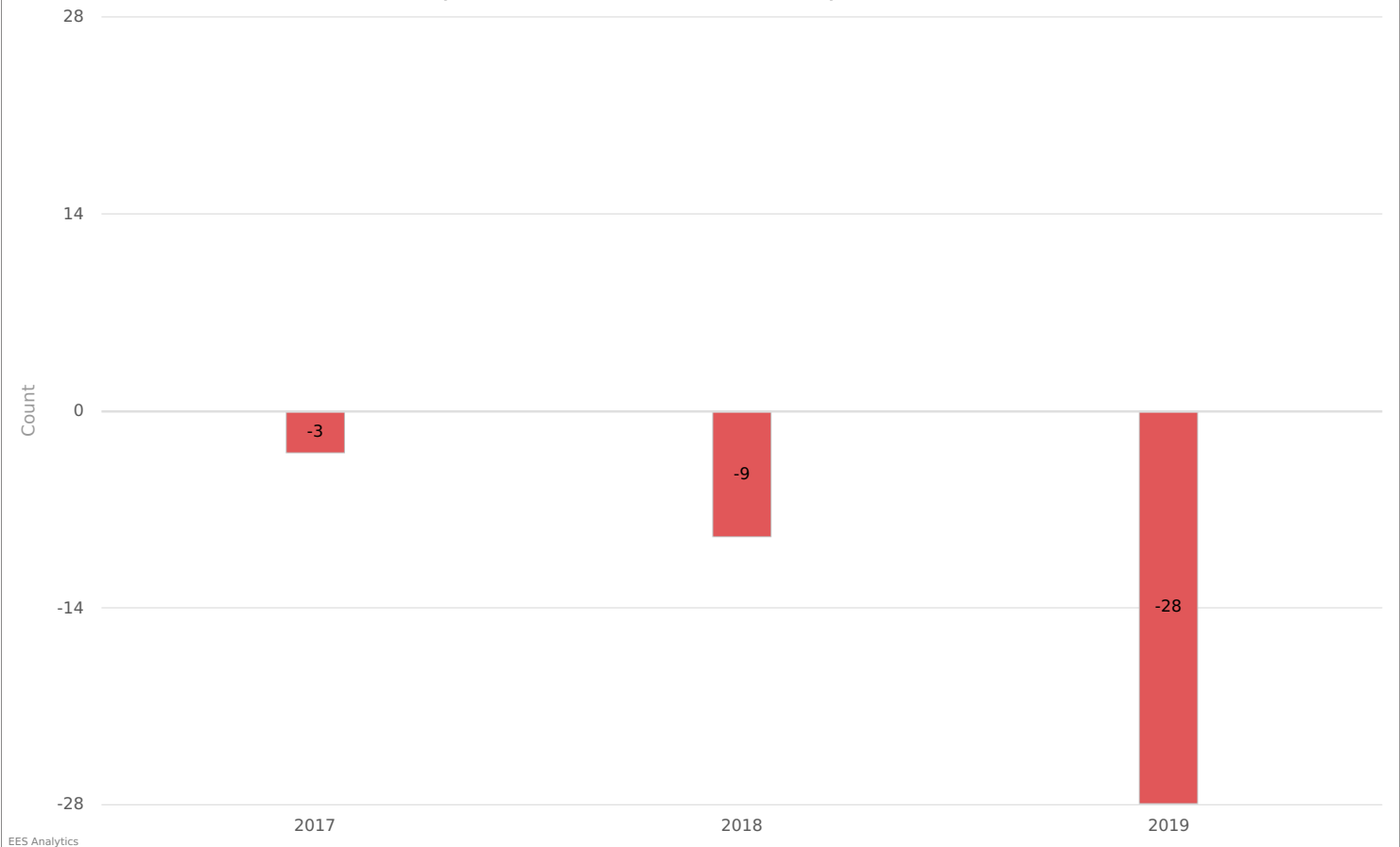
The average percentage of low growth students for the last 3 years has been 22.2% for students in the bottom 25% group. In the last 2 years, the percentage of students in low growth has increased by 27.9 percentage points for the bottom 25% group. The average percentage of standard growth students for the last 3 years has been 36.4% in the bottom 25% student group. The average percentage of high growth students for the last 3 years has been 41.4% for students in the bottom 25% group. In the last 2 years, the percentage of students in high growth has decreased by 29.5 percentage points for the bottom 25%.

The average percentage of low growth students for the last 3 years has been 48.8% for students in the top 75% group. In the last 2 years, the percentage of students in low growth has decreased by 0.9 percentage points for the top 75% group. The average percentage of standard growth students for the last 3 years has been 22.8% in the top 75% student group. The average percentage of high growth students for the last 3 years has been 28.4% for students in the top 75% group. In the last 2 years, the percentage of students in high growth has decreased by 12.3 percentage points for the top 75%.

- An even distribution between the three growth categories would result in 33.3% of students falling in the low growth category. However, you have 43.2% of the bottom 25% students in low growth on the most recent year (9.9% higher than an even distribution) not meeting one year of growth and falling further behind their peers.
- An even distribution between the three growth categories would result in 33.3% of students falling in the low growth category. However, you have 50.9% of the top 75% students in low growth on the most recent year (17.6% higher than an even distribution) not meeting one year of growth and falling further behind their peers.

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ELA Proficiency net value Growth Accountability (3-Year Trends) for 2017-2019

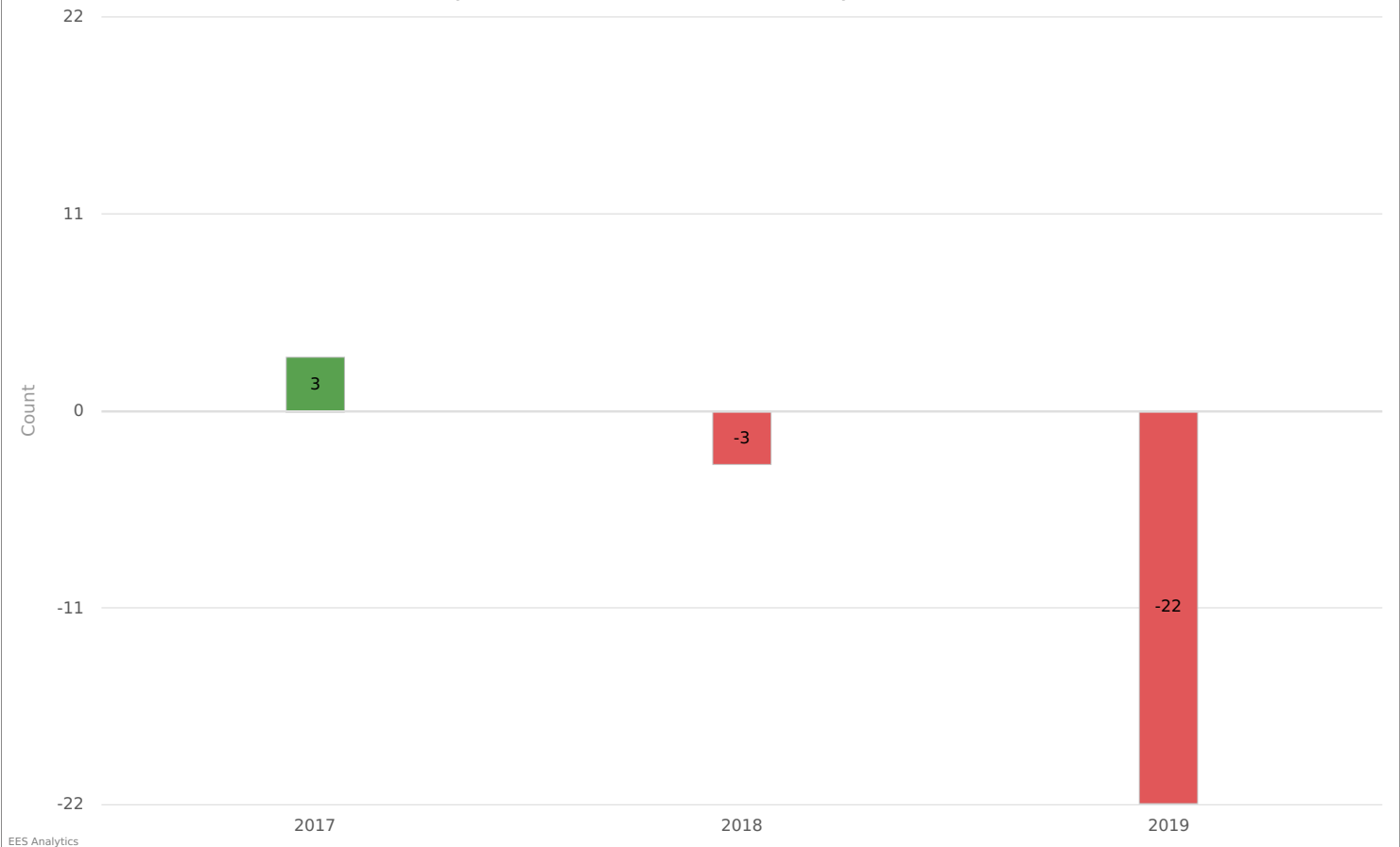


Net Proficiency Value by taking the students that previously failed and now passed minus the students that previously passed and now failed.

Year	Previously Failing Now Passing	Previously Passing Now Failing	Net Proficiency Value
2017	10	13	-3
2018	7	16	-9
2019	2	30	-28

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MATH Proficiency net value Growth Accountability (3-Year Trends) for 2017-2019



Net Proficiency Value by taking the students that previously failed and now passed minus the students that previously passed and now failed.

Year	Previously Failing	Now Passing	Previously Passing	Now Failing	Net Proficiency Value
2017	9		6		3
2018	8		11		-3
2019	1		23		-22

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ELA Growth net value Growth Accountability (3-Year Trends) for 2017-2019

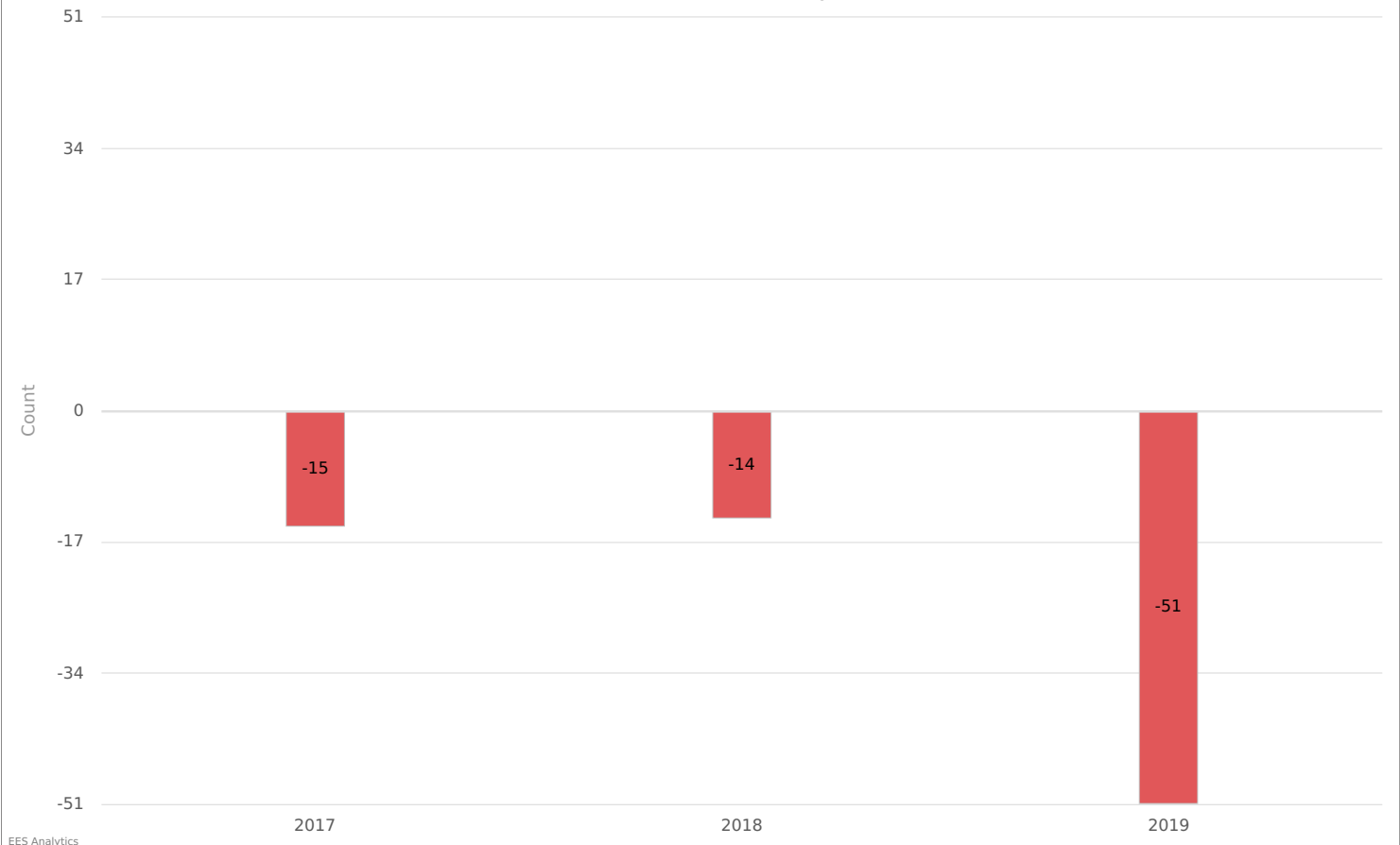


Net Growth Value is calculated by taking the students that were greater than or equal to 50% growth minus the students that were below 50% growth.

Year	50th Percentile or Above	Below 50th Percentile	Net Growth Value
2017	54	51	3 Net Growth Value
2018	65	68	-3 Net Growth Value
2019	50	92	-42 Net Growth Value

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MATH Growth net value Growth Accountability (3-Year Trends) for 2017-2019

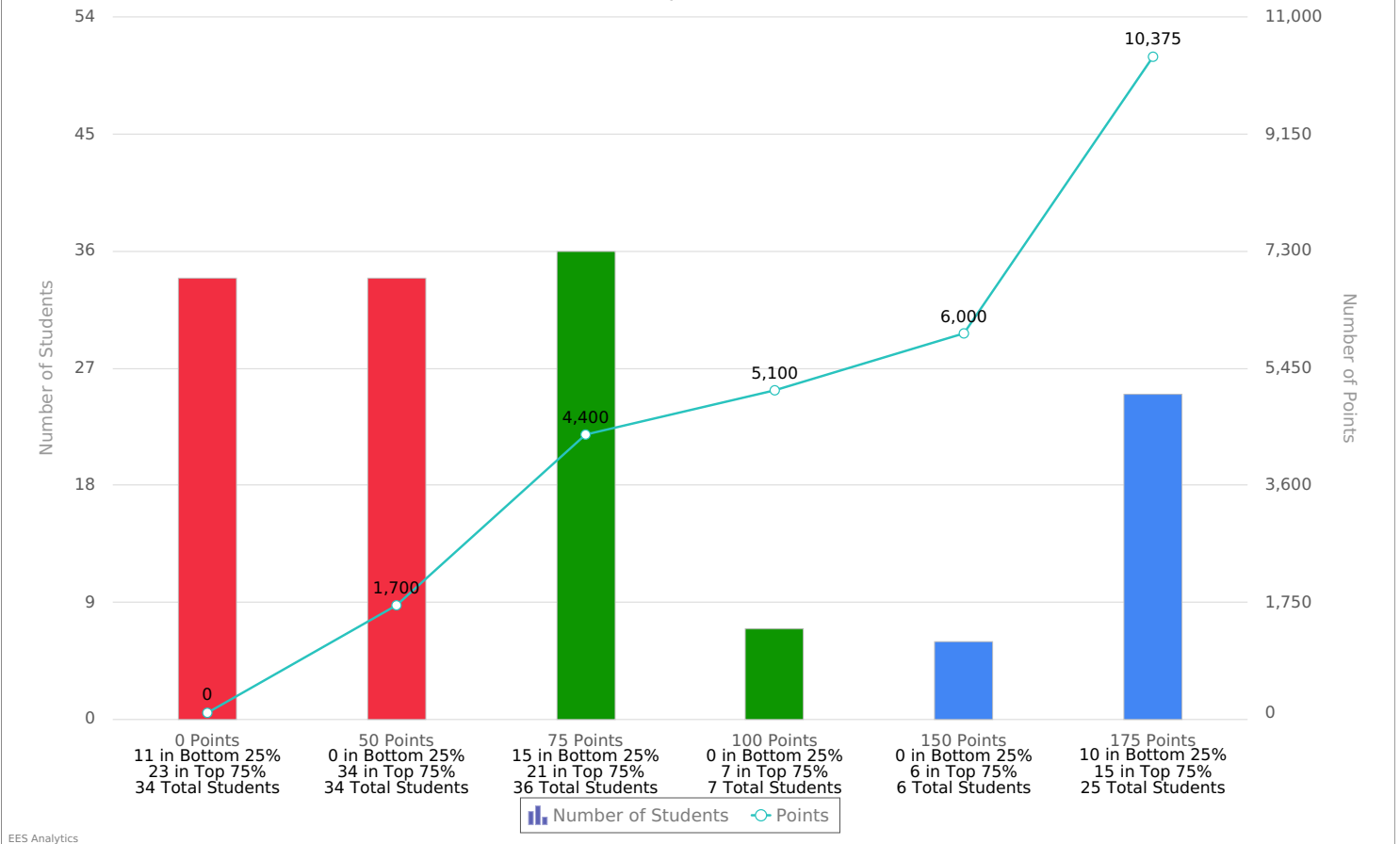


Net Growth Value is calculated by taking the students that were greater than or equal to 50% growth minus the students that were below 50% growth.

Year	50th Percentile or Above	Below 50th Percentile	Net Growth Value
2017	46	61	-15 Net Growth Value
2018	60	74	-14 Net Growth Value
2019	46	97	-51 Net Growth Value

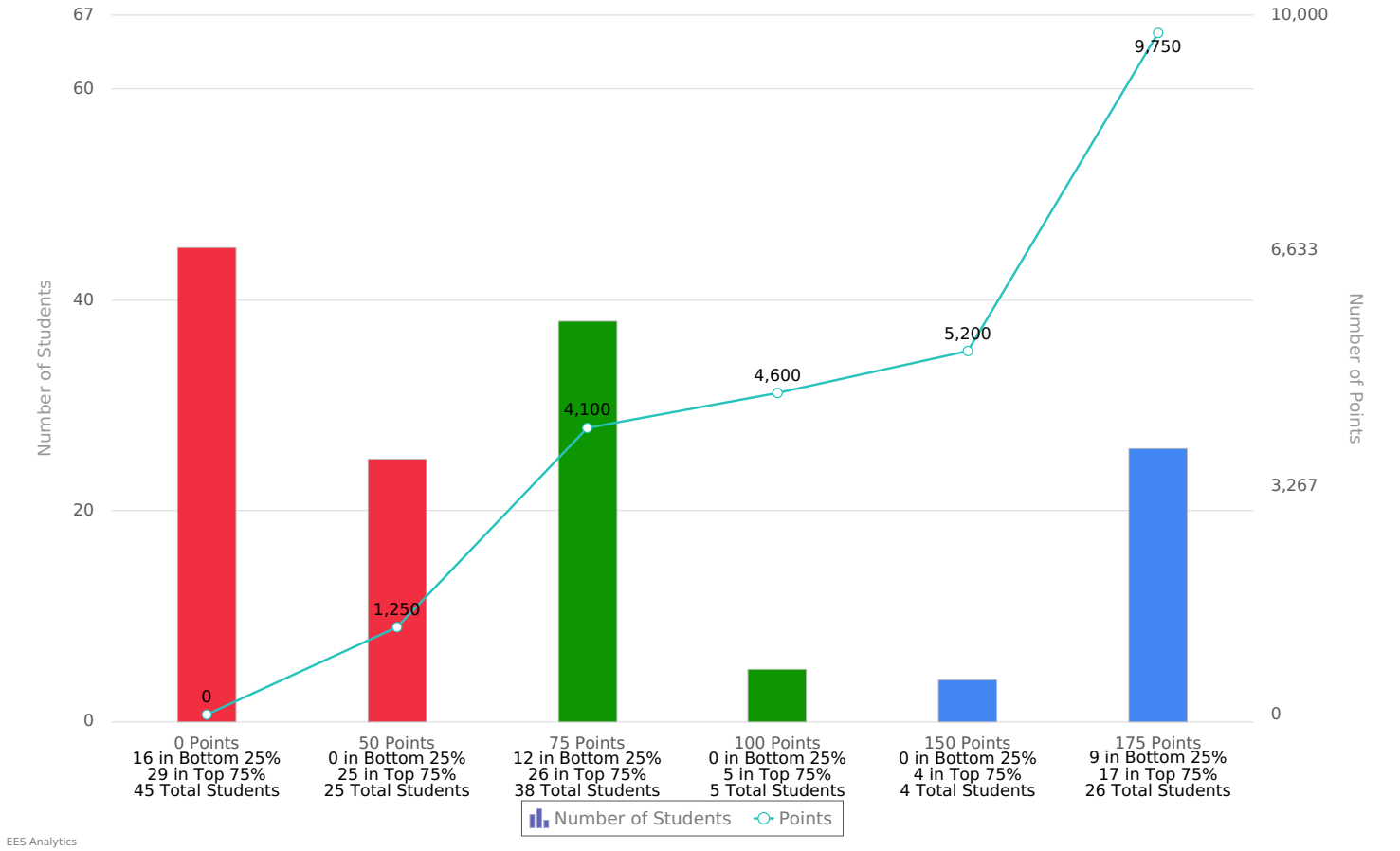
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ELA Growth points in 2019

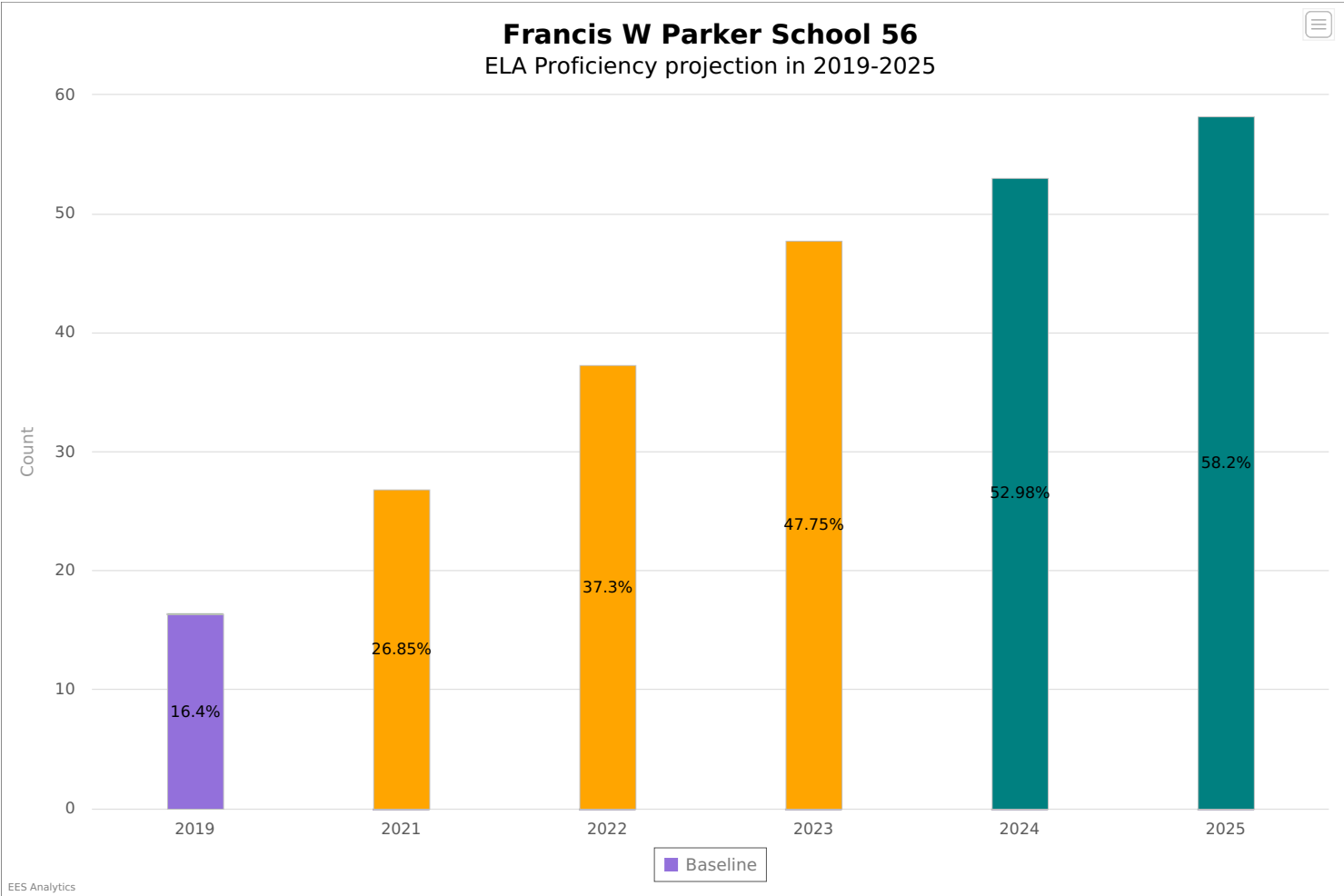


You received a total of **2,875 growth points** from your bottom 25% student group. That is a mean of **79.86 growth points** for the bottom 25% student group. You received a total of **7,500 growth points** from your top 75% student group. That is a mean of **70.75 growth points** for the top 75% student group. Overall, you received a growth score of **75.31 growth points per student**.

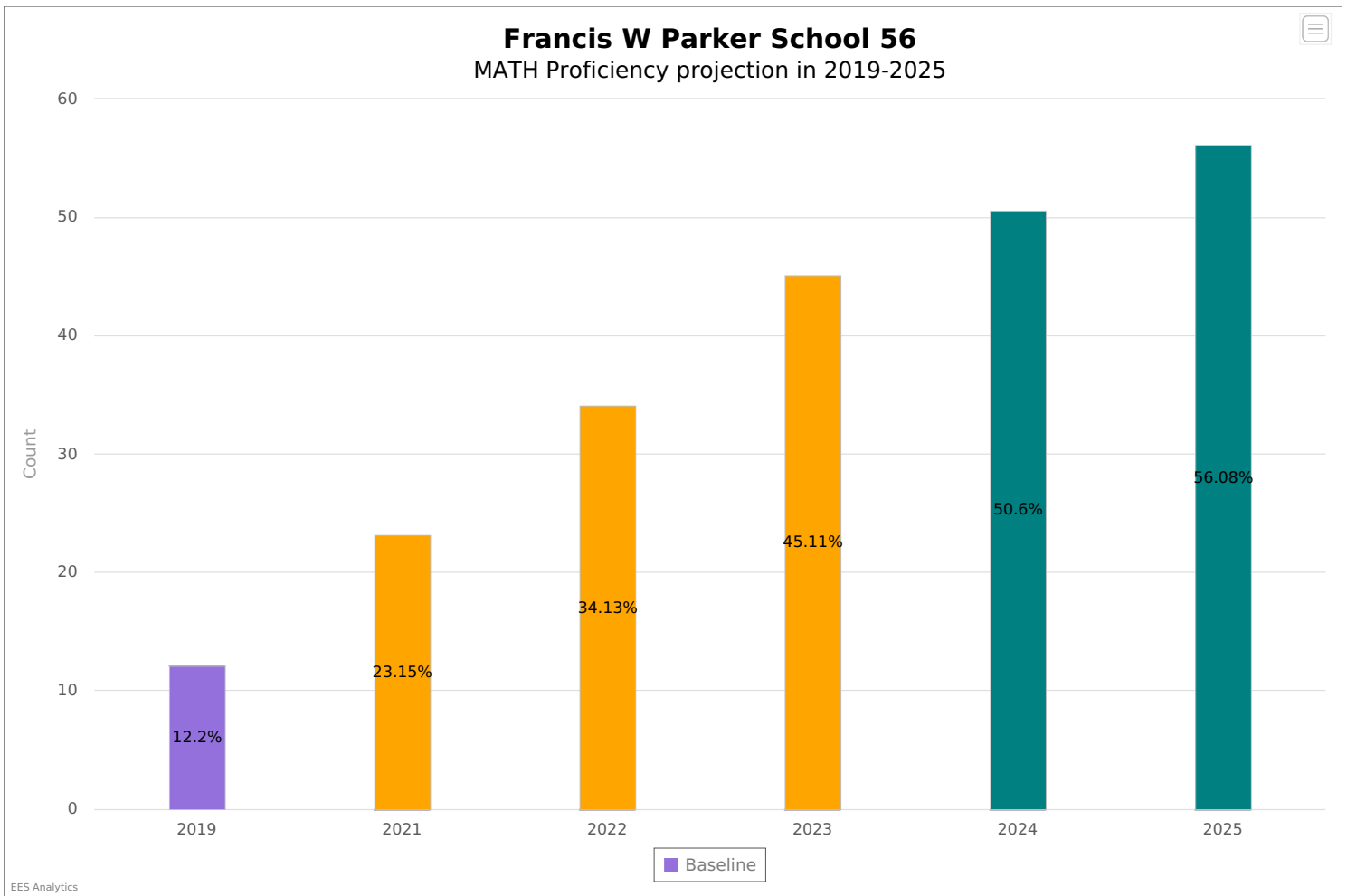
Francis W Parker School 56
MATH Growth points in 2019



You received a total of **2,475 growth points** from your bottom 25% student group. That is a mean of **66.89 growth points** for the bottom 25% student group. You received a total of **7,275 growth points** from your top 75% student group. That is a mean of **68.63 growth points** for the top 75% student group. Overall, you received a growth score of **67.76 growth points per student**.



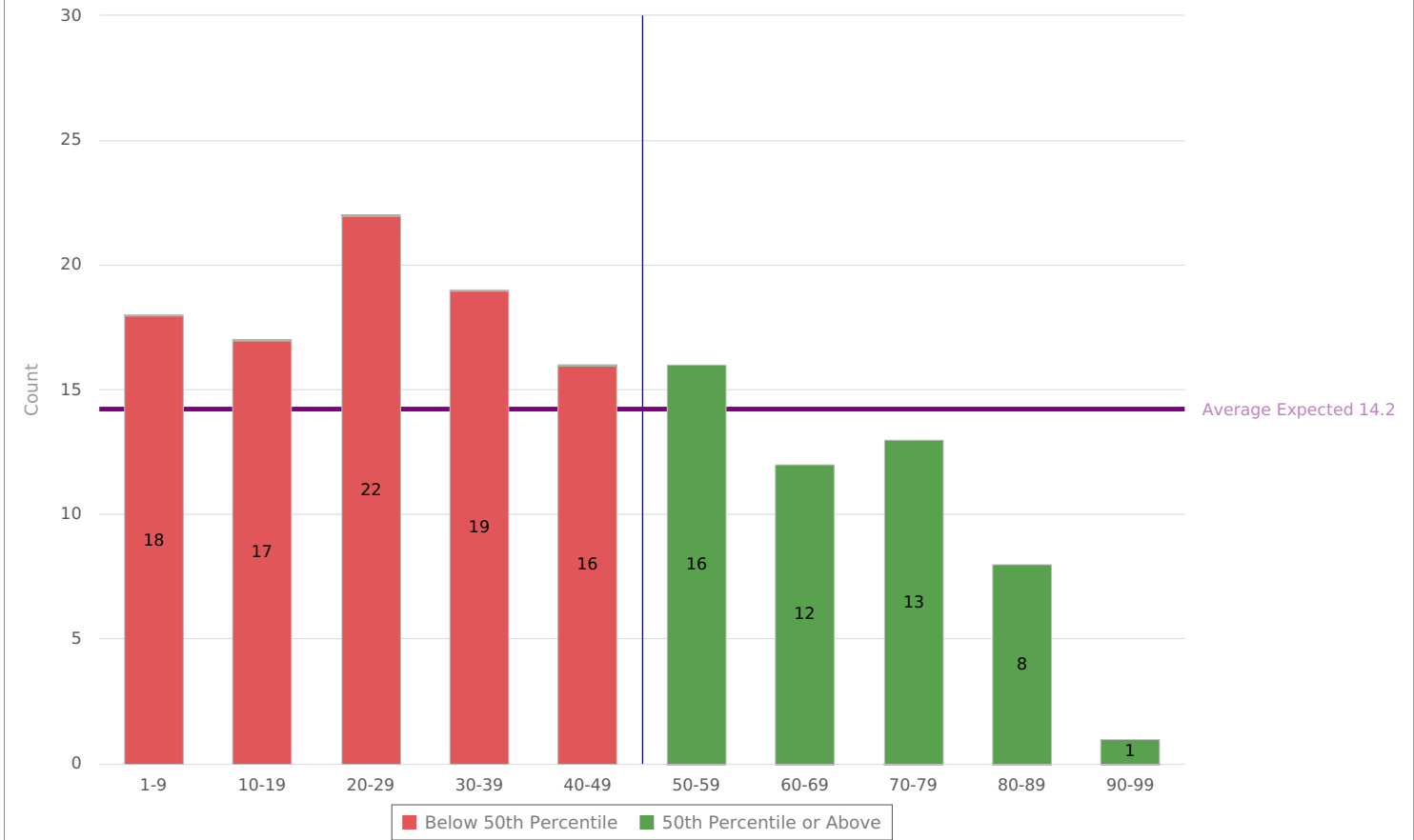
As of 2019, 16.4% of the students passed the ELA state standardized test. The goal under the Indiana ESSA plan is to reduce the number of students not passing by half over a five-year period. To make progress towards this goal by 2022, your pass rate would have to increase by 31.3%. Ultimately, to meet this ambitious goal, it would require an overall 41.8% increase in students passing by 2024. (There was no testing done in 2020)



As of 2019, 12.2% of the students passed the MATH state standardized test. The goal under the Indiana ESSA plan is to reduce the number of students not passing by half over a five-year period. To make progress towards this goal by 2022, your pass rate would have to increase by 32.9%. Ultimately, to meet this ambitious goal, it would require an overall 43.9% increase in students passing by 2024. (There was no testing done in 2020)

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ELA Growth percentile distribution in 2019

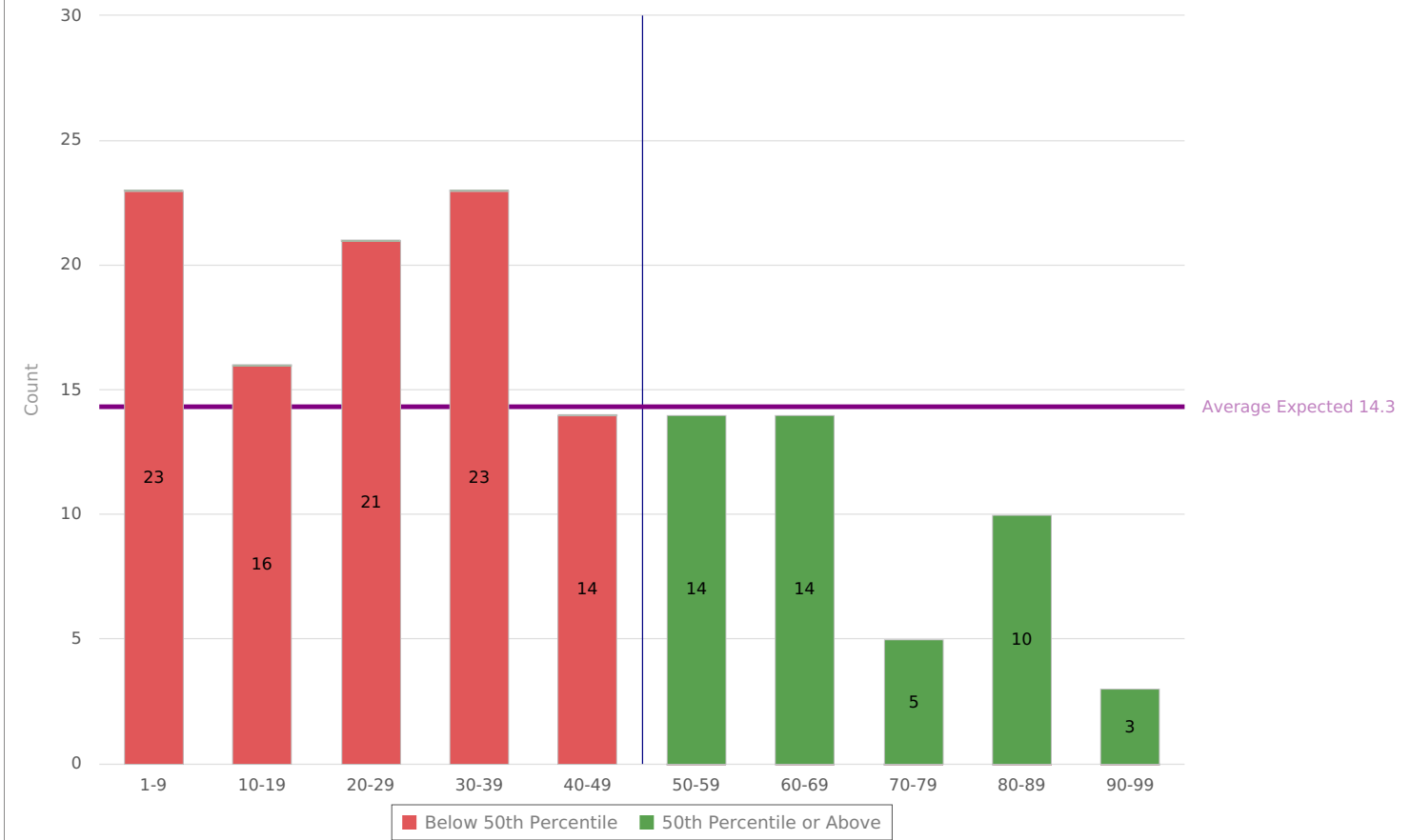


The mean growth percentile of this group is 39.5% and the standard deviation is 24.5. In 2019, there was 64.8% of students that did not meet the 50th percentile of growth, meaning they failed to make 1-year of growth compared to their peers. Throughout the state, 50% of the students would meet that designation, however your student performance demonstrated 14.8% more.

- There was a high percentage of students in the bottom three percentile ranges, 40.1% (total of 1-9, 10-19, and 20-29). It was expected to be around 40% but your student performance had 0.1% more than expected in these lowest performance ranges.

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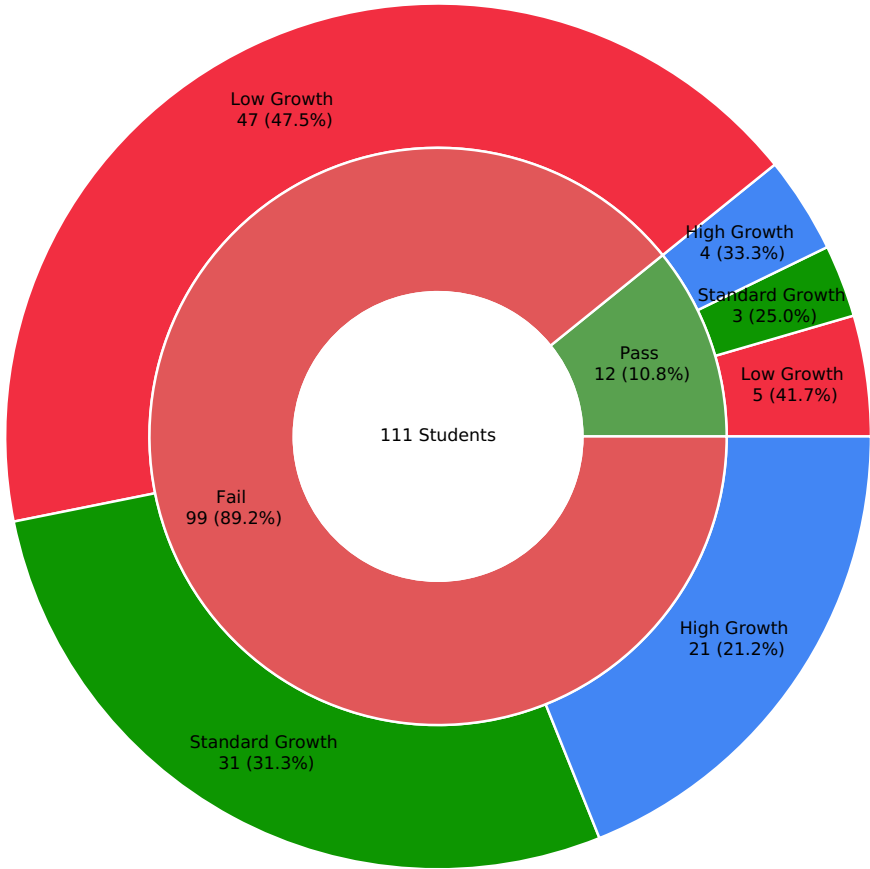
MATH Growth percentile distribution in 2019



The mean growth percentile of this group is 38.3% and the standard deviation is 24.9. In 2019, there was 67.8% of students that did not meet the 50th percentile of growth, meaning they failed to make 1-year of growth compared to their peers. Throughout the state, 50% of the students would meet that designation, however your student performance demonstrated 17.8% more.

- There was a high percentage of students in the bottom three percentile ranges, 42.0% (total of 1-9, 10-19, and 20-29). It was expected to be around 40% but your student performance had 2.0% more than expected in these lowest performance ranges.

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ELA Proficiency and Growth for 2019 (Black)

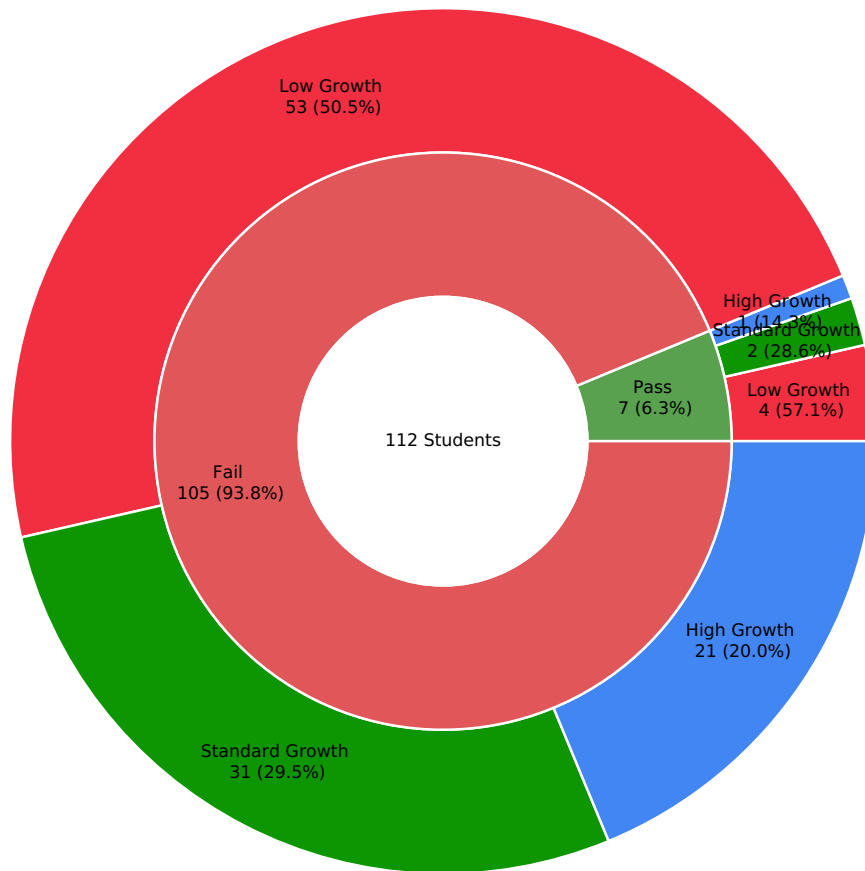


EES Analytics

Of the 111 students, there were 10.8% who passed and 89.2% who did not pass. Of the students who passed, there were 33.3% demonstrated high growth, 25.0% demonstrated standard growth, and 41.7% demonstrated low growth. For the students who did not pass, there were 21.2% demonstrated high growth, 31.3% demonstrated standard growth, and 47.5% demonstrated low growth.

- A high percentage of the students who passed were in the low growth category with 41.7%, this indicates that these students had less than one-year growth when compared to their academic peers.
- A high percentage of the students who did not pass were in the low growth category with 47.5%, this indicates that these students had less than one-year growth when compared to their academic peers.

Francis W Parker School 56
MATH Proficiency and Growth for 2019 (Black)



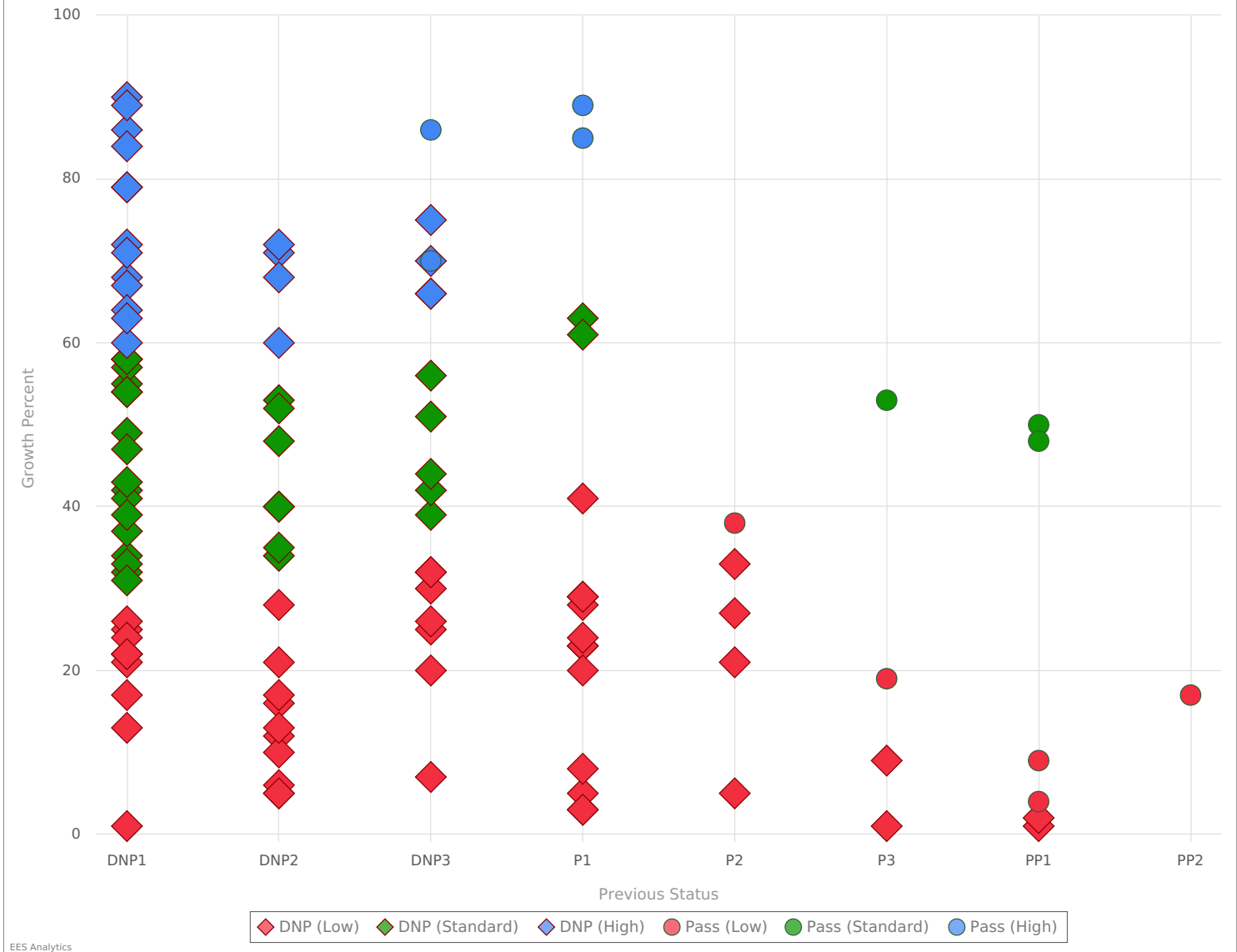
EES Analytics

Of the 112 students, there were 6.3% who passed and 93.8% who did not pass. Of the students who passed, there were 14.3% demonstrated high growth, 28.6% demonstrated standard growth, and 57.1% demonstrated low growth. For the students who did not pass, there were 20.0% demonstrated high growth, 29.5% demonstrated standard growth, and 50.5% demonstrated low growth.

- A high percentage of the students who passed were in the low growth category with 57.1%, this indicates that these students had less than one-year growth when compared to their academic peers.
- A high percentage of the students who did not pass were in the low growth category with 50.5%, this indicates that these students had less than one-year growth when compared to their academic peers.

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ELA Previous status (Black) in 2019



There were 52 students in the low growth category, which accounts for 46.8%. More specifically, of the students who did not pass the previous year, 34.2% fell into the low growth category meaning they fell even further behind their peers by achieving less than one year of growth.

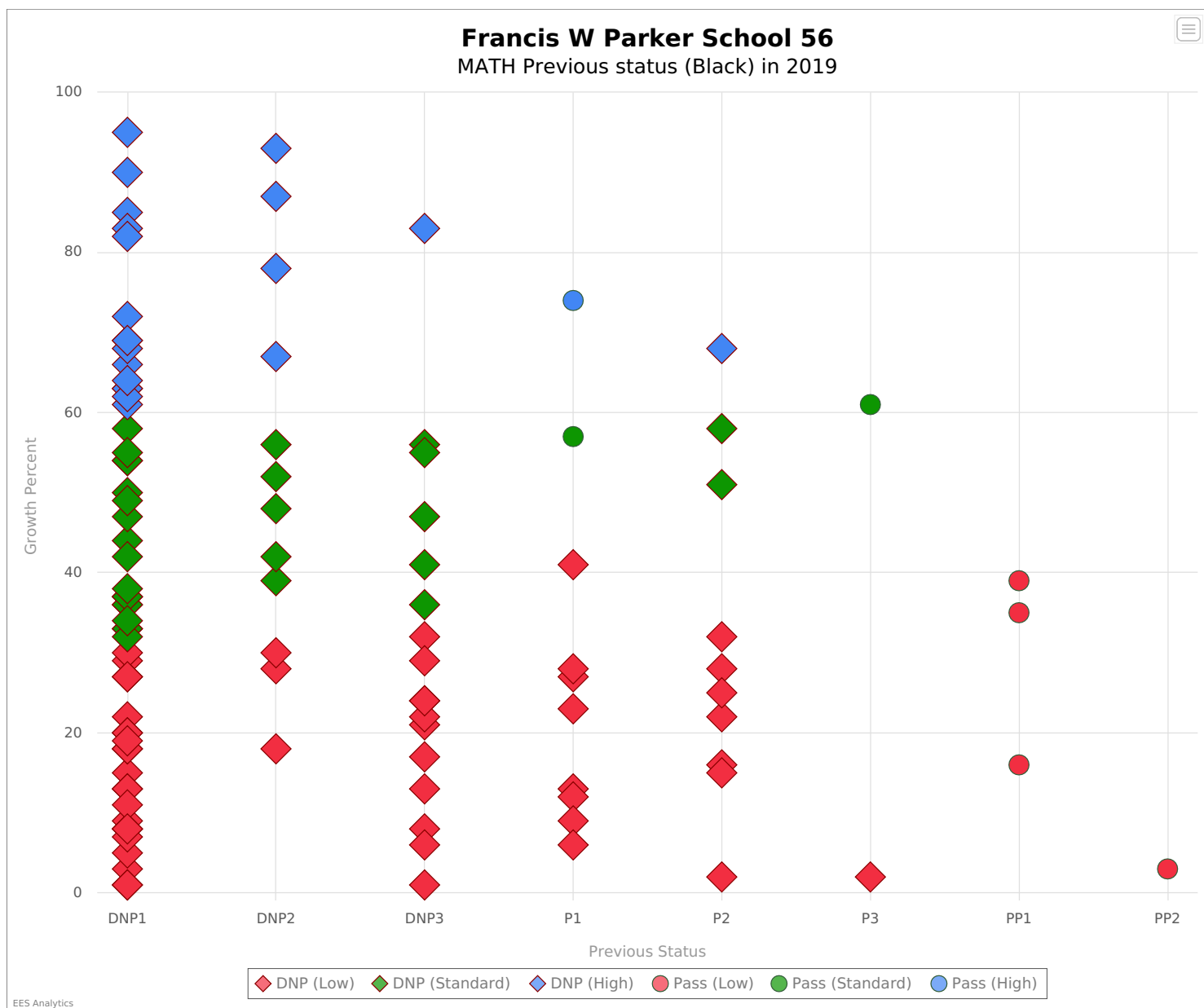
There were 34 students in the standard growth category, which accounts for 30.6%.

There were 25 students in the high growth category, which accounts for 22.5%. More specifically, of last year's students who did not pass, 29.1% attained the high growth meaning they gained ground on their peers and achieved more than one year's growth.

Those students nearest the cut scores (DNP3 and P1) had 55.9% in low growth and 23.5% in high growth. The net growth value (number of high growth students minus low growth students) was -33.

There were **27 students**, 24.3% of the total students, who received **0 points** on the growth accountability measure. Every student receiving a zero substantially impacts your growth calculation and demonstrates that these students are not progressing academically.

- The students furthest behind grade level proficiency (DNP1) only had 32.5% in the high growth category. This indicates not enough students in this category are surpassing a year of growth, which would be needed if they are going to catch their peers.
- There were 72.7% of your highest performing students (P3, PP1, & PP2) that fell in the low growth category. This indicates these students did not demonstrate at least a year of growth and may not be receiving the exposure to academic rigor and opportunities for enrichment needed to grow academically.



There were 57 students in the low growth category, which accounts for 50.9%. More specifically, of the students who did not pass the previous year, 43.0% fell into the low growth category meaning they fell even further behind their peers by achieving less than one year of growth.

There were 33 students in the standard growth category, which accounts for 29.5%.

There were 22 students in the high growth category, which accounts for 19.6%. More specifically, of last year's students who did not pass, 23.3% attained the high growth meaning they gained ground on their peers and achieved more than one year's growth.

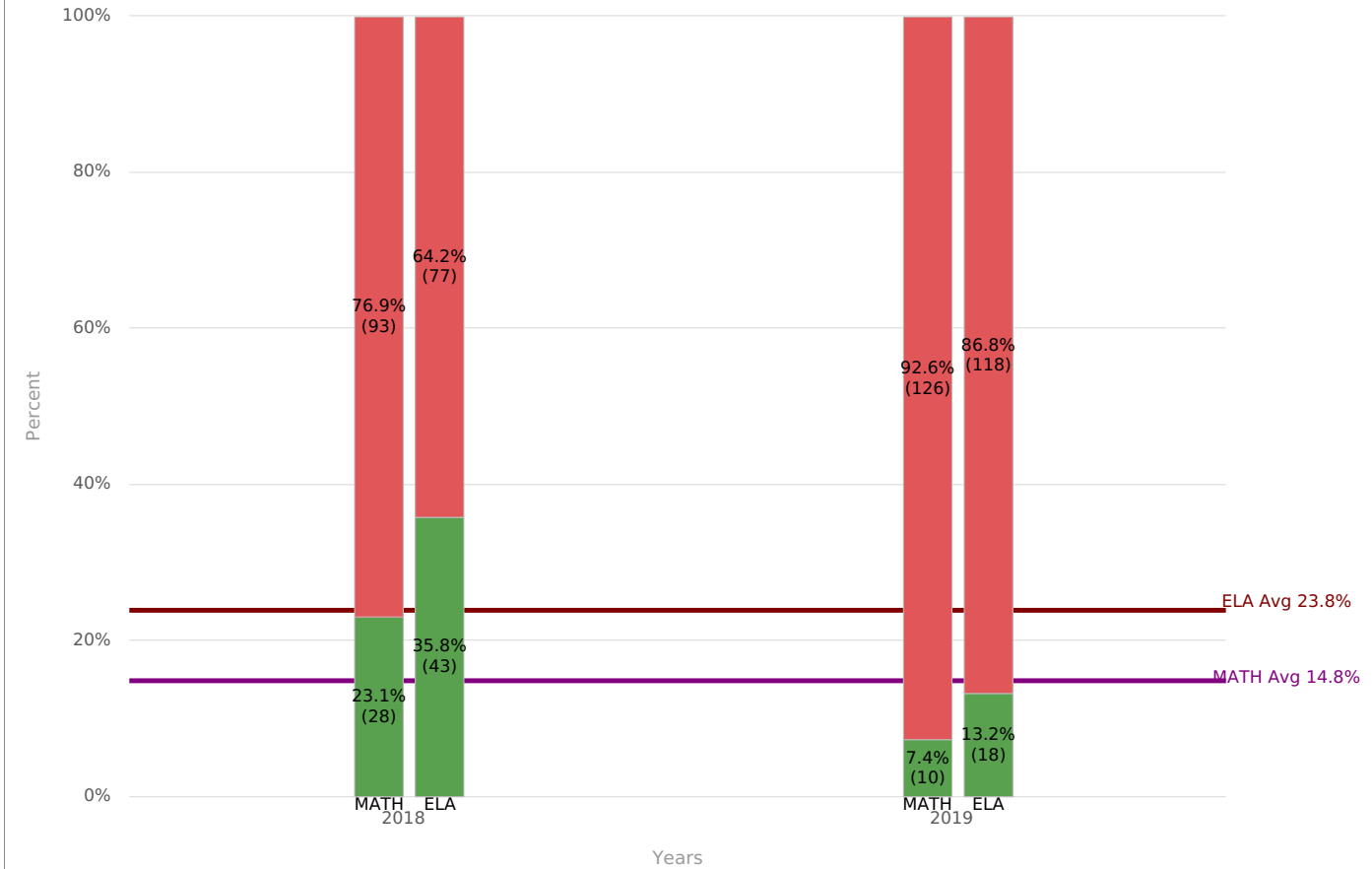
Those students nearest the cut scores (DNP3 and P1) had 70.4% in low growth and 7.4% in high growth. The net growth value (number of high growth students minus low growth students) was -42.

There were **37 students**, 33.0% of the total students, who received **0 points** on the growth accountability measure. Every student receiving a zero substantially impacts your growth calculation and demonstrates that these students are not progressing academically.

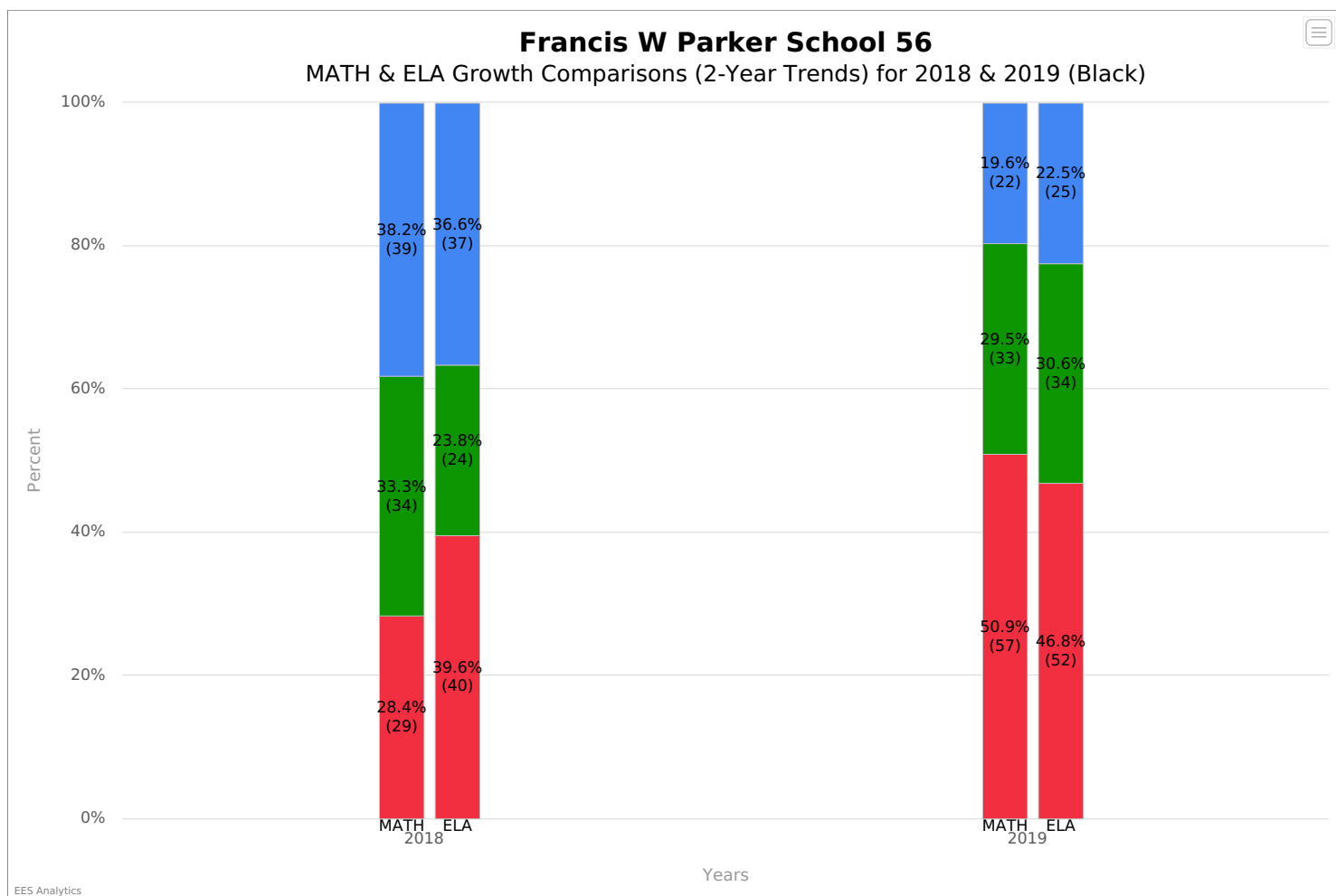
- The students furthest behind grade level proficiency (DNP1) only had 26.3% in the high growth category. This indicates not enough students in this category are surpassing a year of growth, which would be needed if they are going to catch their peers.
- There were 83.3% of your highest performing students (P3, PP1, & PP2) that fell in the low growth category. This indicates these students did not demonstrate at least a year of growth and may not be receiving the exposure to academic rigor and opportunities for enrichment needed to grow academically.

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MATH & ELA Proficiency Comparisons (2-Year Trends) for 2018 & 2019 (Black)

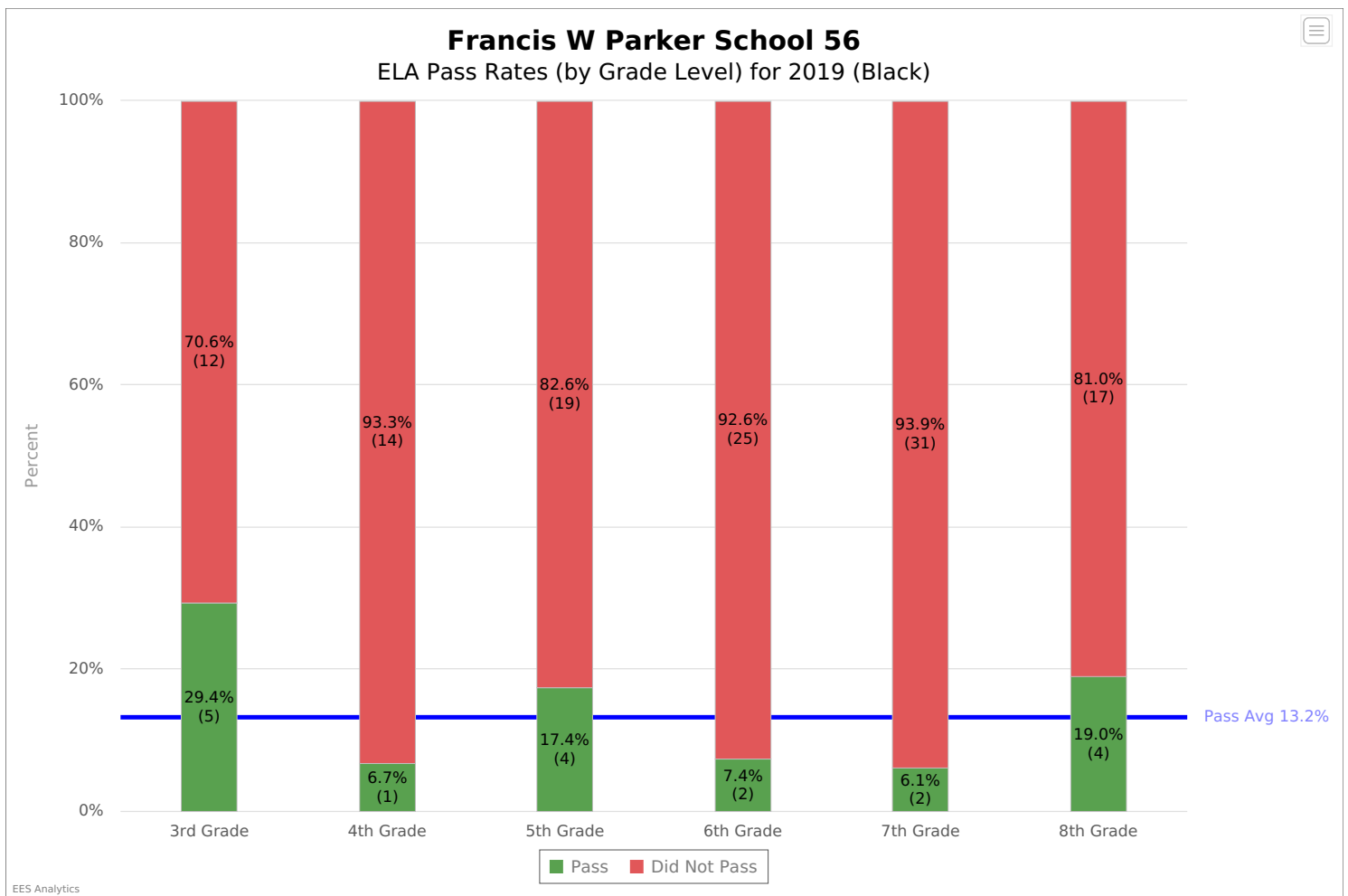


On average, 14.8% of students have passed the Math test for the last 2 years. In the last 1 years, Math has had a -15.8 percentage points change. On average, 23.8% of students have passed the ELA test for the last 2 years. In the last 1 years, ELA has had a -22.6 percentage points change. Students have achieved higher pass rates in ELA than Math by 9.0% on average over the past three years.



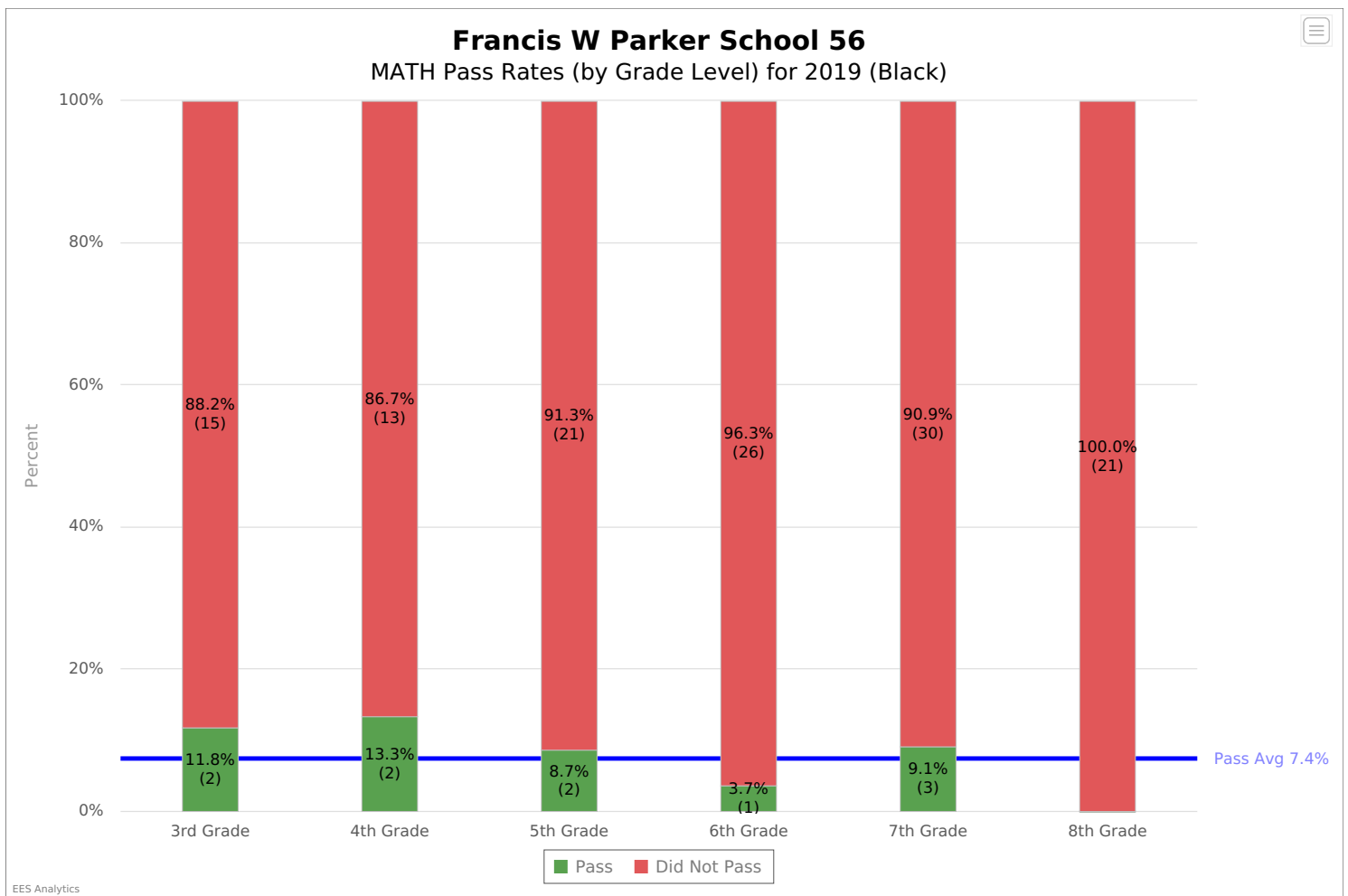
On average, 40.2% of students have demonstrated low growth on the MATH test over the last 2 years. On average, 28.5% of students have demonstrated high growth on the MATH test over the last 2 years. Over the last 1 years, the percentage of students in low growth for MATH has increased by 22.5. Over the last 1 years, the percentage of students in high growth for MATH has decreased by 18.6.

On average, 43.4% of students have demonstrated low growth on the ELA test over the last 2 years. On average, 29.2% of students have demonstrated high growth on the ELA test over the last 2 years. Over the last 1 years, the percentage of students in low growth for ELA has increased by 7.2. Over the last 1 years, the percentage of students in high growth for ELA has decreased by 14.1.



The 3rd grade had the highest percentage of students passing. This grade level was 16.2 percentage points above the average passing percentage for the school. The 7th grade had the lowest percentage of student passing. This grade level was 7.2 percentage points below the average passing percentage for the building. There is a 23.4 percentage point spread between the highest and lowest passing percentage.

- + If all grade levels were performing at the level of the 3rd grade next year, then the building would make significant progress in closing the achievement gap (decreasing the number of students not passing by half within five years) as they would have a 16.2% increase over current passing rates, which would be 7.5% higher than the projected 8.7% increase needed to be on track to closing the achievement gap.



The 4th grade had the highest percentage of students passing. This grade level was 6.0 percentage points above the average passing percentage for the school. The 8th grade had the lowest percentage of student passing. This grade level was 7.4 percentage points below the average passing percentage for the building. There is a 13.3 percentage point spread between the highest and lowest passing percentage.

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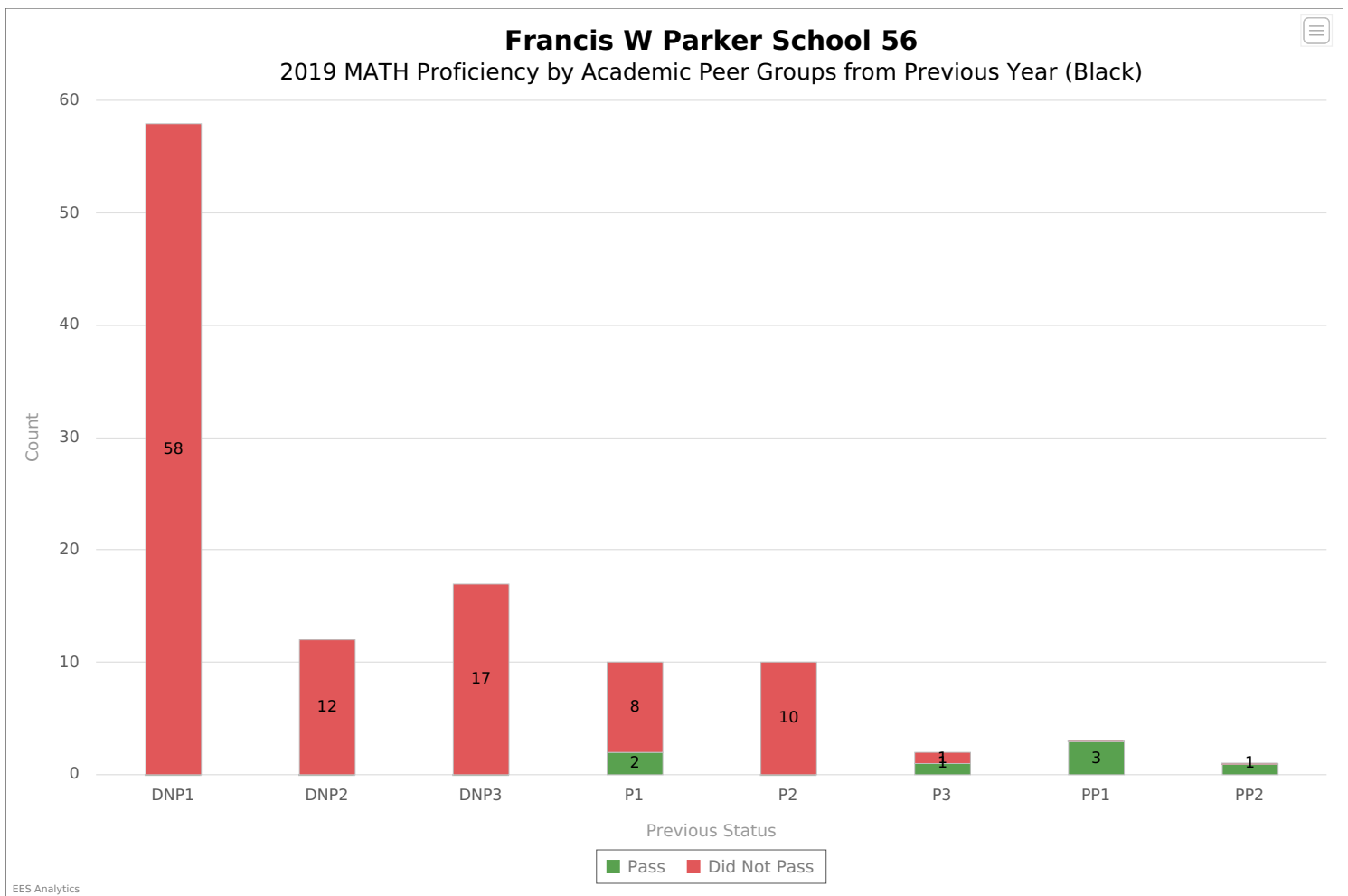
2019 ELA Proficiency by Academic Peer Groups from Previous Year (Black)



Of the 32 students who passed the previous year, there were 22 students (68.8%) who did not pass this year.

Of the 80 students who did not pass the previous year, there were 2 students (2.5%) who did pass this year. The net proficiency value (number of students gained minus students lost) was -20. Students who were just above or below the cut line from last year (DNP3 and P1) had a pass rate of 11.8% this year. The year before the pass rate for these students was 47.1%.

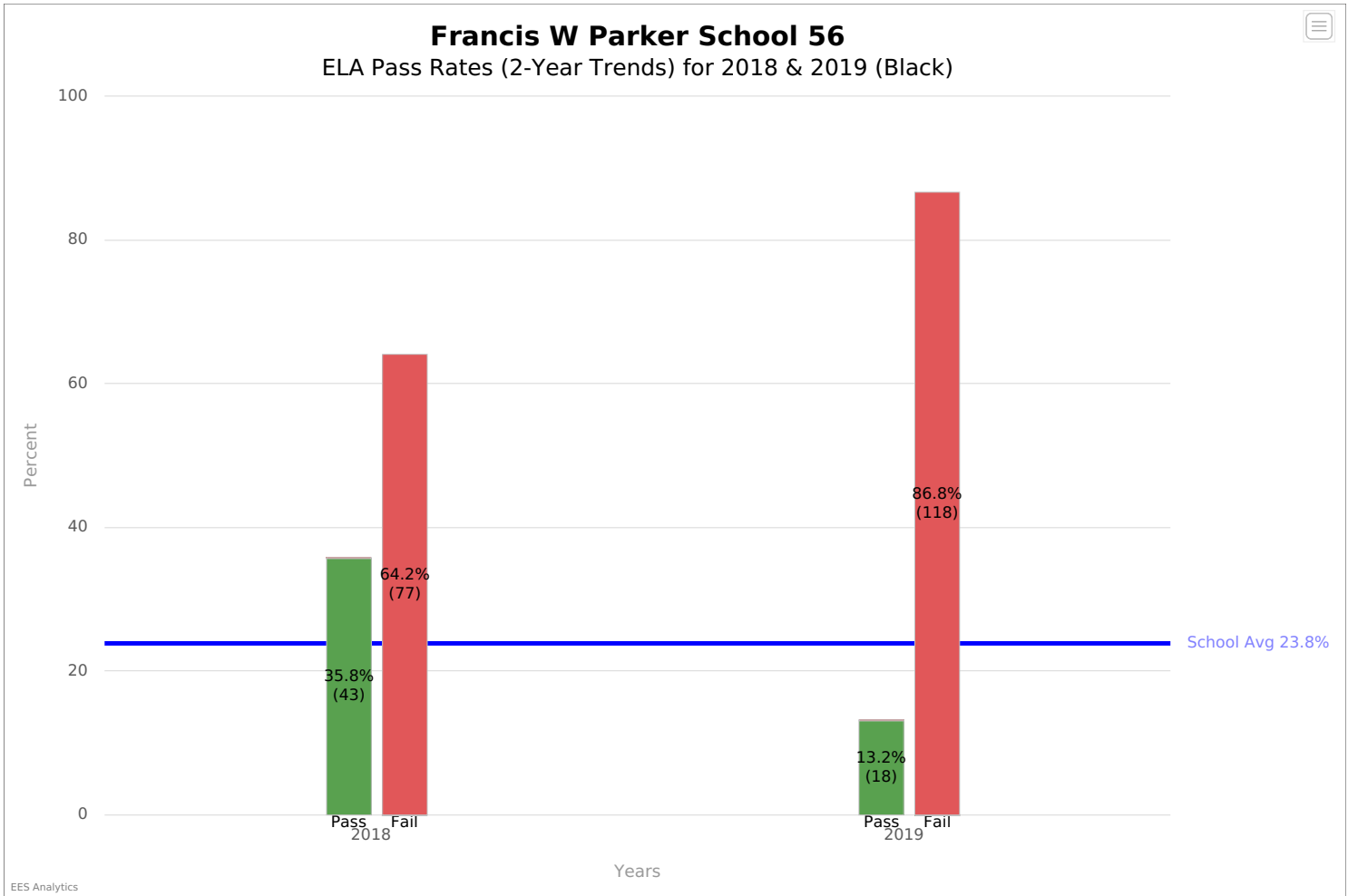
- There were 8 students who had previously scored well above the cut score (P2 academic peer group or higher) the previous year that did not pass this year.
- It should be noted that a large portion of the student population (55.4%) is in the DNP1 or DNP2 academic peer groups, indicating many students started well below grade level.



Of the 26 students who passed the previous year, there were 19 students (73.1%) who did not pass this year.

Of the 87 students who did not pass the previous year, there were 0 students (0.0%) who did pass this year. The net proficiency value (number of students gained minus students lost) was -19. Students who were just above or below the cut line from last year (DNP3 and P1) had a pass rate of 7.4% this year. The year before the pass rate for these students was 37.0%.

- There were 11 students who had previously scored well above the cut score (P2 academic peer group or higher) the previous year that did not pass this year.
- It should be noted that a large portion of the student population (61.9%) is in the DNP1 or DNP2 academic peer groups, indicating many students started well below grade level.

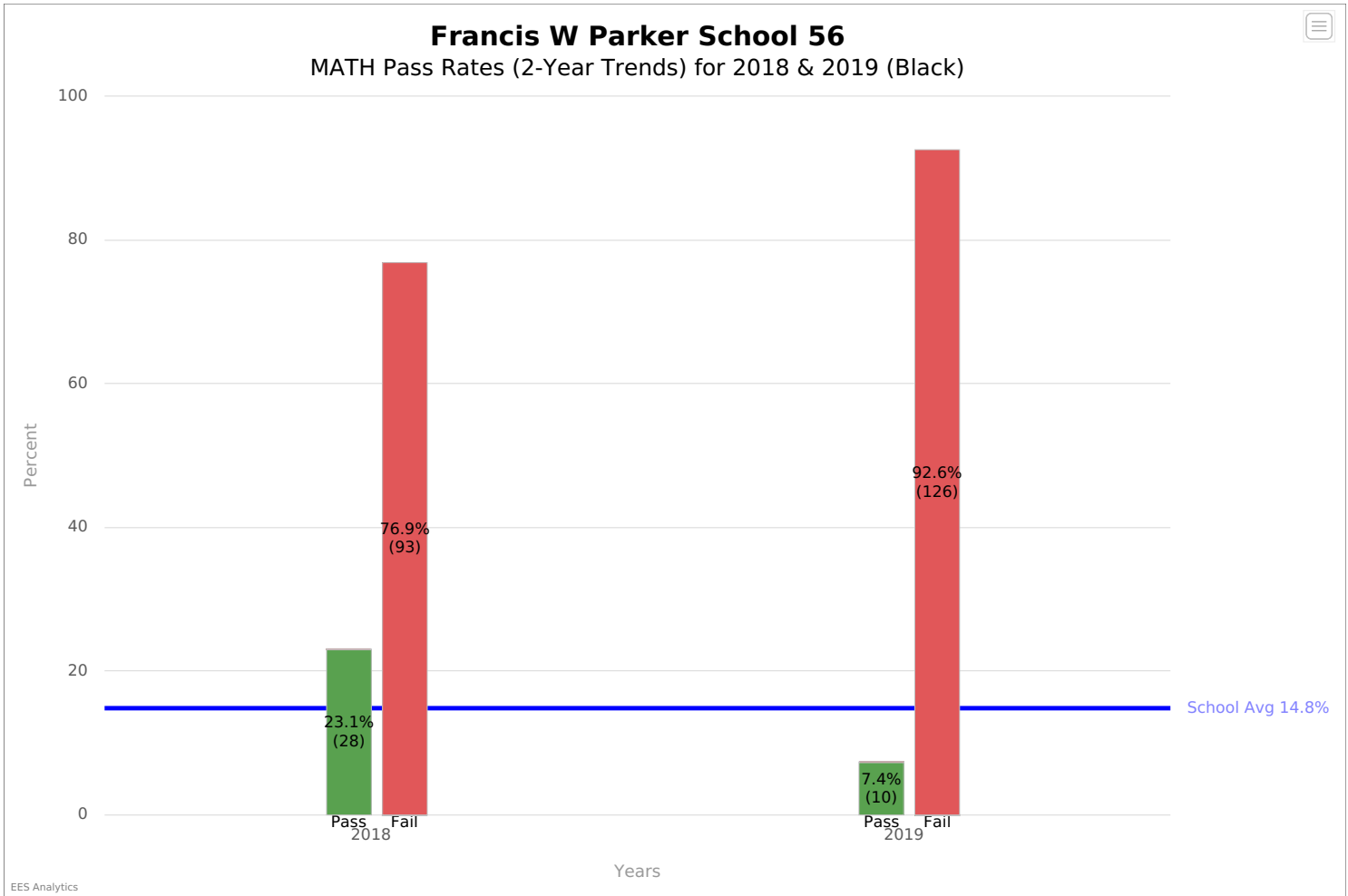


This indicates a pass rate change of -22.6 percentage points over the last year. To make significant progress in closing the achievement gap in the next five years (decreasing the number of students not passing by half within five years), you would need a 43.4% increase from your current passing rate. That is an annual increase of 8.7%.

Difference between school and

State Average

-38.5%

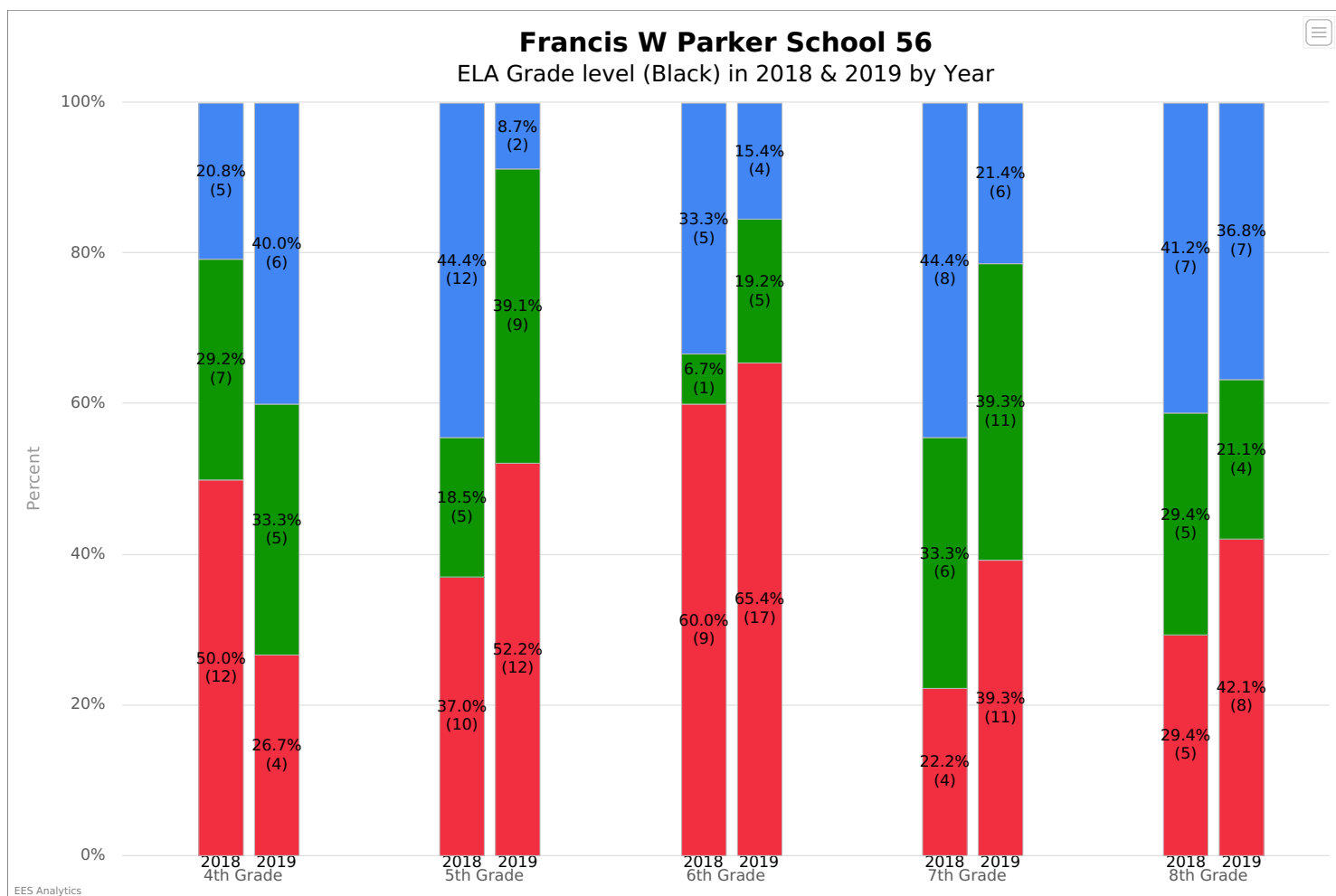


This indicates a pass rate change of -15.8 percentage points over the last year. To make significant progress in closing the achievement gap in the next five years (decreasing the number of students not passing by half within five years), you would need a 46.3% increase from your current passing rate. That is an annual increase of 9.3%.

Difference between school and

State Average

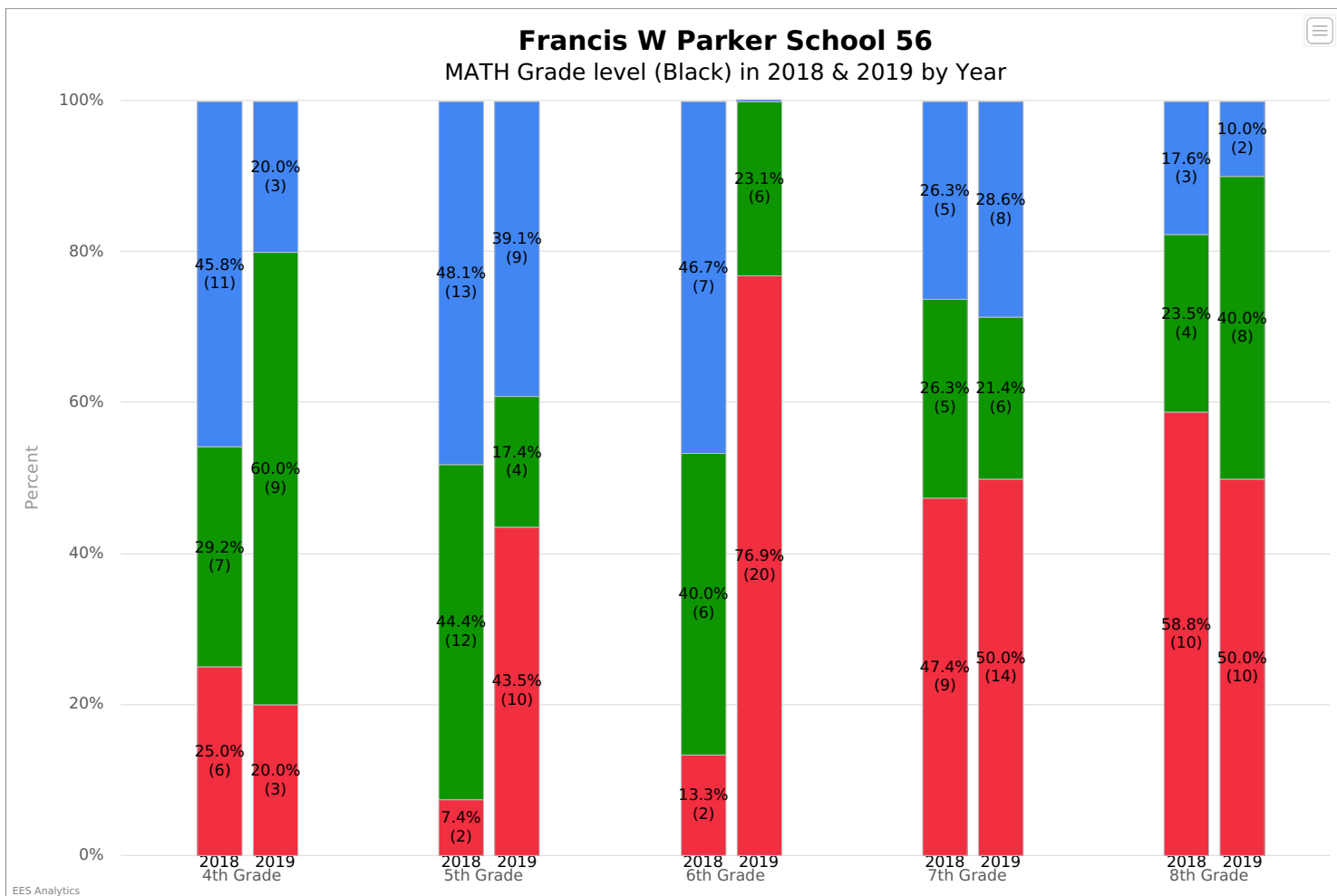
-41.2%



The percentage of students in low growth has gone from 39.6% to 46.8%. This is a change of 7.2% over the last year.

The percentage of students in standard growth has gone from 23.8% to 30.6%. This is a change of 6.9% over the last year.

The percentage of students in high growth has gone from 36.6% to 22.5%. This is a change of -14.1% over the last year.



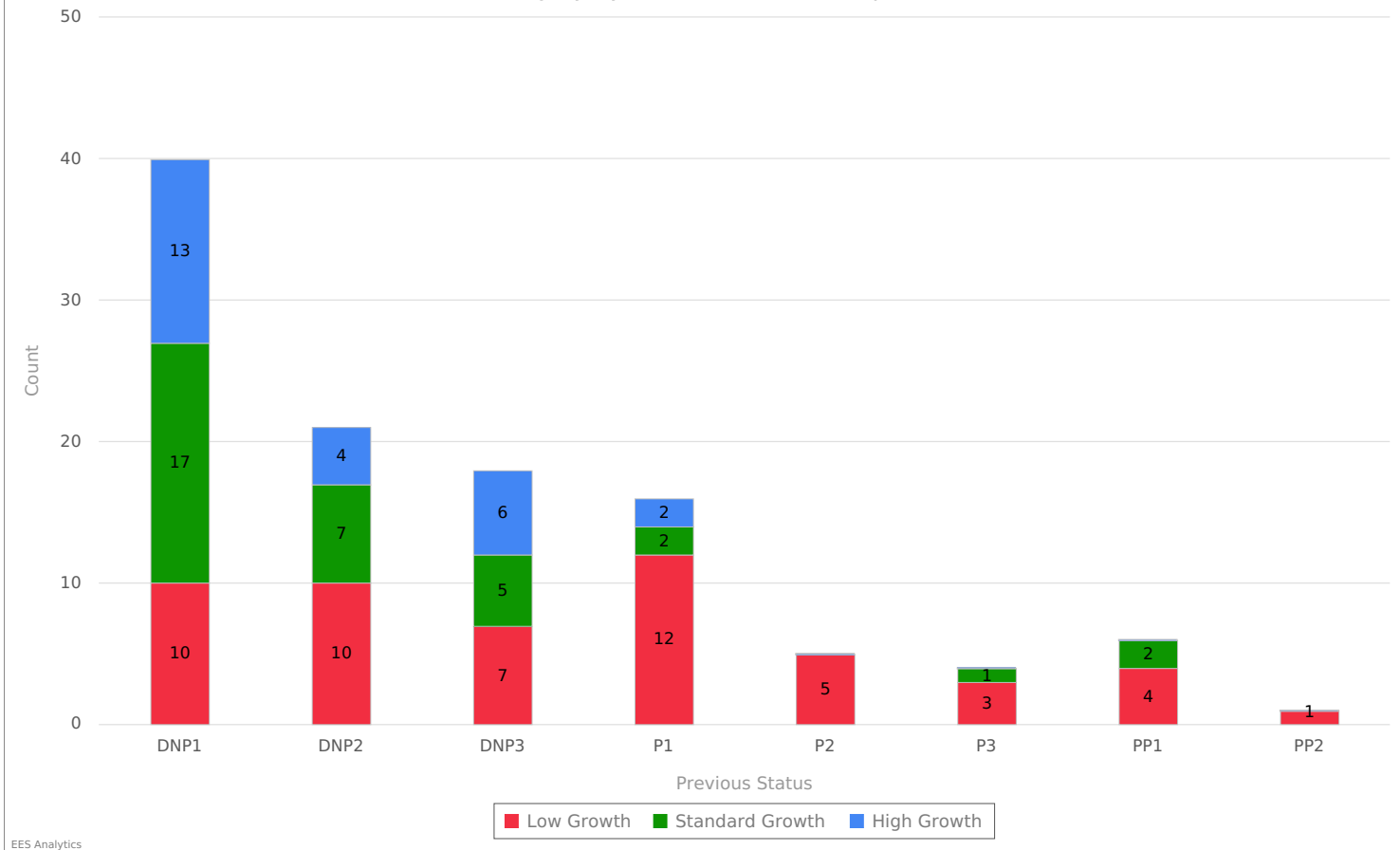
The percentage of students in low growth has gone from 28.4% to 50.9%. This is a change of 22.5% over the last year.

The percentage of students in standard growth has gone from 33.3% to 29.5%. This is a change of -3.9% over the last year.

The percentage of students in high growth has gone from 38.2% to 19.6%. This is a change of -18.6% over the last year.

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2019 ELA Growth Category by Academic Peer Groups from Previous Year (Black)



There were 52 students in the low growth category, which accounts for 46.8%. More specifically, of the students who did not pass the previous year, 34.2% fell into the low growth category meaning they fell even further behind their peers by achieving less than one year of growth.

There were 34 students in the standard growth category, which accounts for 30.6%.

There were 25 students in the high growth category, which accounts for 22.5%. More specifically, of last year's students who did not pass, 29.1% attained the high growth meaning they gained ground on their peers and achieved more than one year's growth.

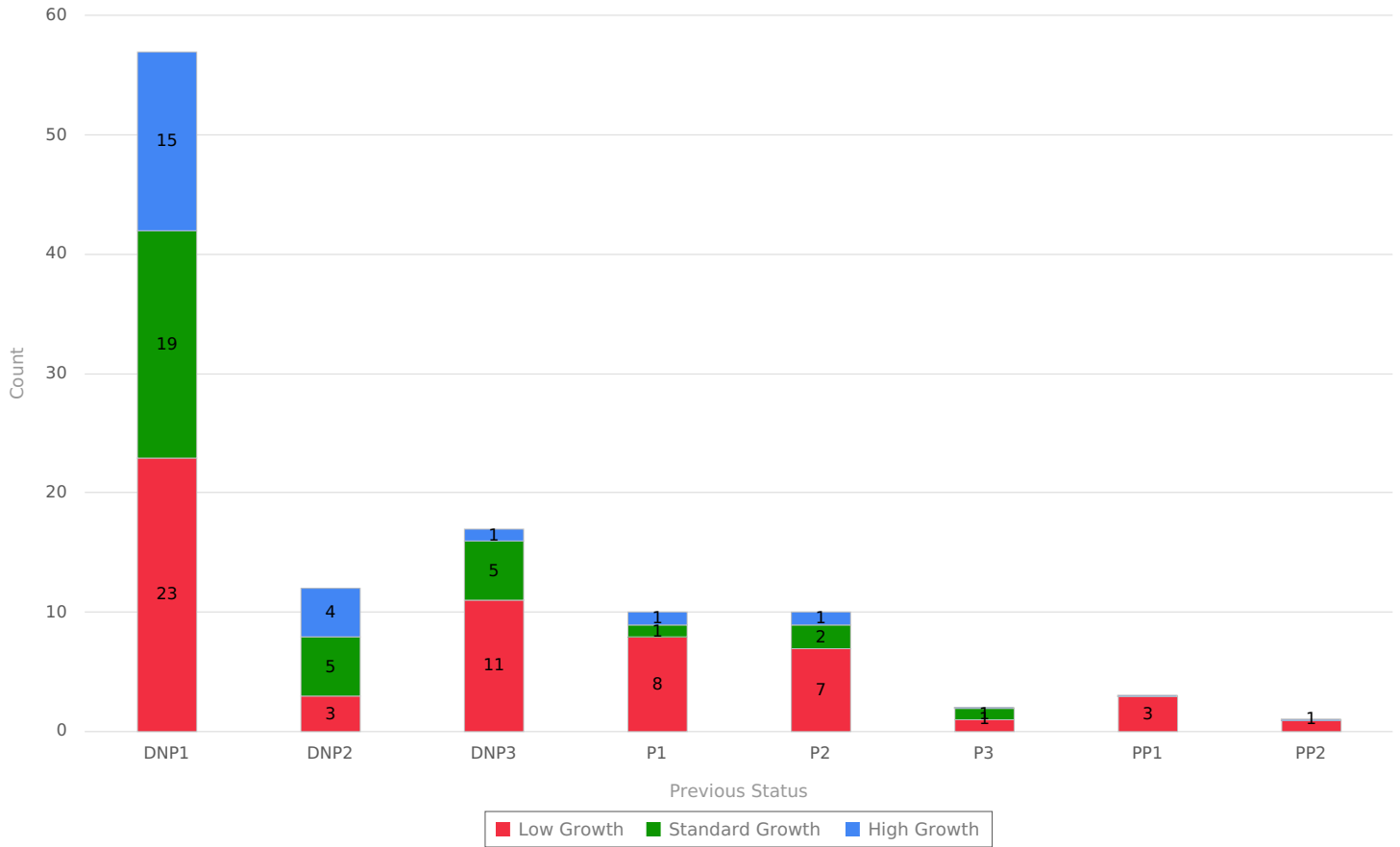
Those students nearest the cut scores (DNP3 and P1) had 55.9% in low growth and 23.5% in high growth. The net growth value (number of high growth students minus low growth students) was -33.

There were **27 students**, 24.3% of the total students, who received **0 points** on the growth accountability measure. Every student receiving a zero substantially impacts your growth calculation and demonstrates that these students are not progressing academically.

- The students furthest behind grade level proficiency (DNP1) only had 32.5% in the high growth category. This indicates not enough students in this category are surpassing a year of growth, which would be needed if they are going to catch their peers.
- There were 72.7% of your highest performing students (P3, PP1, & PP2) that fell in the low growth category. This indicates these students did not demonstrate at least a year of growth and may not be receiving the exposure to academic rigor and opportunities for enrichment needed to grow academically.

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2019 MATH Growth Category by Academic Peer Groups from Previous Year (Black)



There were 57 students in the low growth category, which accounts for 50.9%. More specifically, of the students who did not pass the previous year, 43.0% fell into the low growth category meaning they fell even further behind their peers by achieving less than one year of growth.

There were 33 students in the standard growth category, which accounts for 29.5%.

There were 22 students in the high growth category, which accounts for 19.6%. More specifically, of last year's students who did not pass, 23.3% attained the high growth meaning they gained ground on their peers and achieved more than one year's growth.

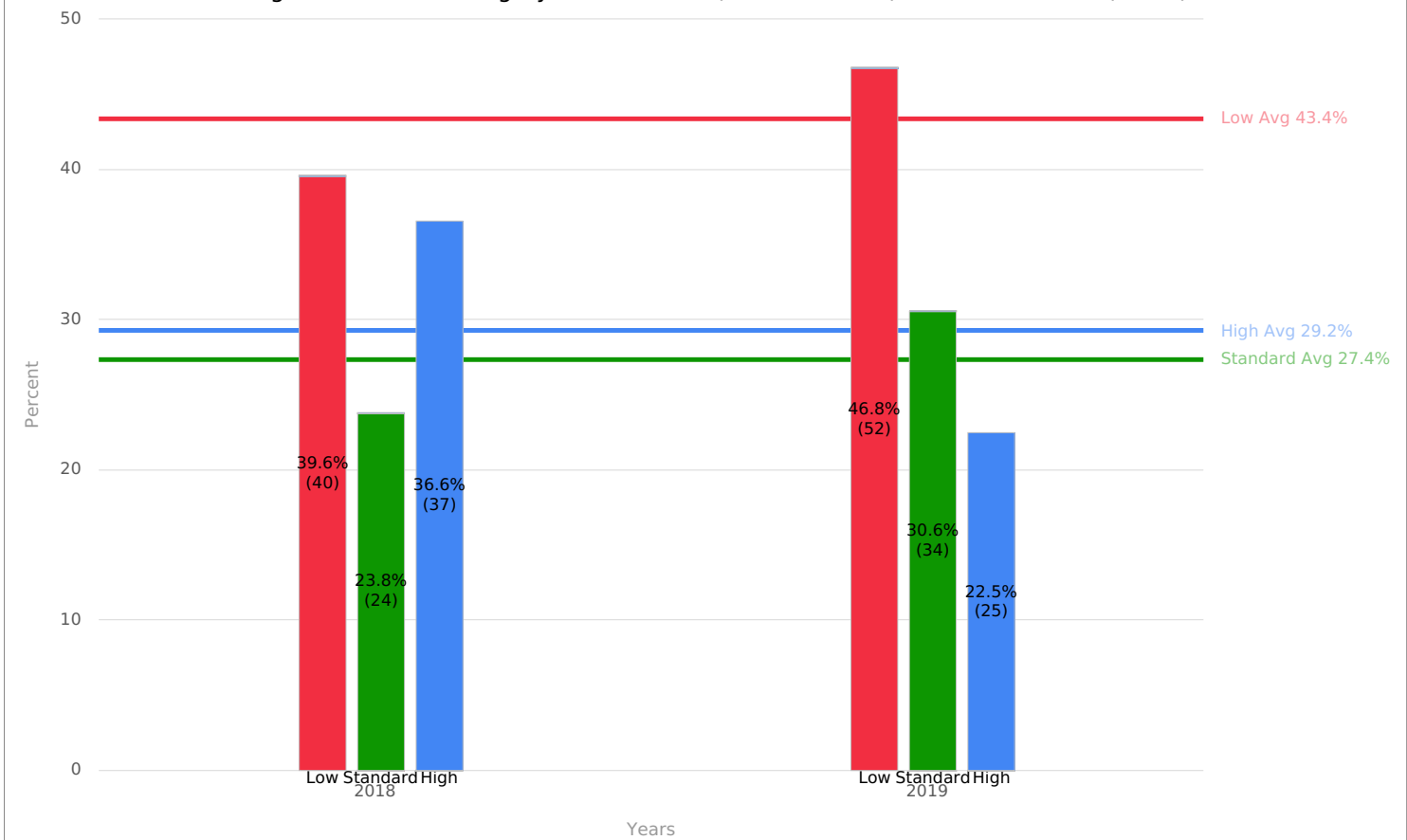
Those students nearest the cut scores (DNP3 and P1) had 70.4% in low growth and 7.4% in high growth. The net growth value (number of high growth students minus low growth students) was -42.

There were **37 students**, 33.0% of the total students, who received **0 points** on the growth accountability measure. Every student receiving a zero substantially impacts your growth calculation and demonstrates that these students are not progressing academically.

- The students furthest behind grade level proficiency (DNP1) only had 26.3% in the high growth category. This indicates not enough students in this category are surpassing a year of growth, which would be needed if they are going to catch their peers.
- There were 83.3% of your highest performing students (P3, PP1, & PP2) that fell in the low growth category. This indicates these students did not demonstrate at least a year of growth and may not be receiving the exposure to academic rigor and opportunities for enrichment needed to grow academically.

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ELA Percentages of Growth Category Distributions (2-Year Trends) for 2018 & 2019 (Black)

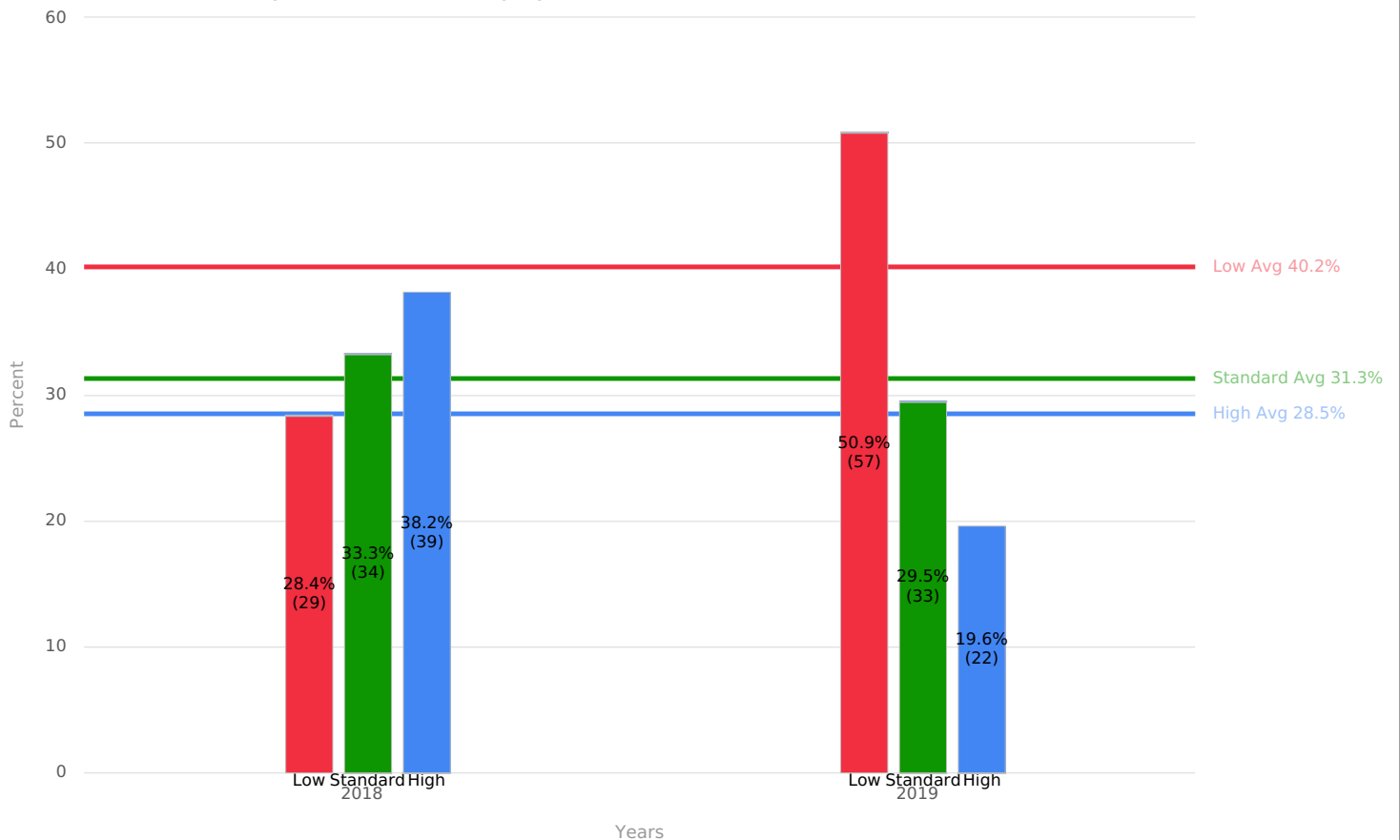


The average percentage of low growth students for the last 2 years has been 43.4%. In the last year, the percentage of students in low growth has increased by 7.2 percentage points. The average percentage of standard growth students for the last 2 years has been 27.4%. The average percentage of high growth students for the last 2 years has been 29.2%. In the last year, the percentage of students in high growth has decreased by 14.1 percentage points.

- An even distribution between the three growth categories would result in 33.3% of students falling in the low growth category. However, you have 46.8% of students demonstrating low growth on the most recent year (13.5% higher than an even distribution) not meeting one year of growth.

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MATH Percentages of Growth Category Distributions (2-Year Trends) for 2018 & 2019 (Black)



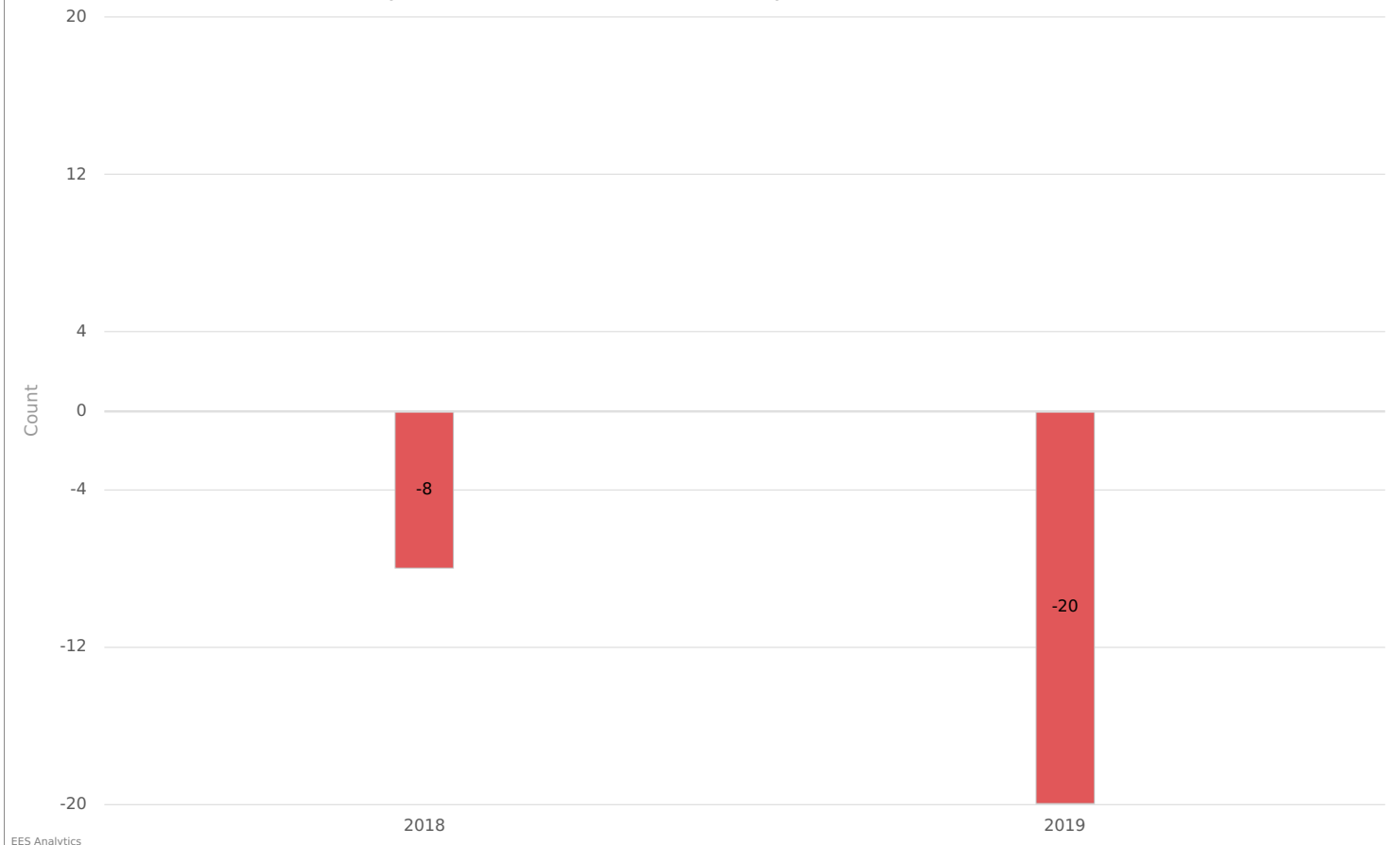
The average percentage of low growth students for the last 2 years has been 40.2%. In the last year, the percentage of students in low growth has increased by 22.5 percentage points. The average percentage of standard growth students for the last 2 years has been 31.3%. The average percentage of high growth students for the last 2 years has been 28.5%. In the last year, the percentage of students in high growth has decreased by 18.6 percentage points.

- An even distribution between the three growth categories would result in 33.3% of students falling in the low growth category. However, you have 50.9% of students demonstrating low growth on the most recent year (17.6% higher than an even distribution) not meeting one year of growth.

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ELA Proficiency net value Growth Accountability (2-Year Trends) for 2018 & 2019 (Black)

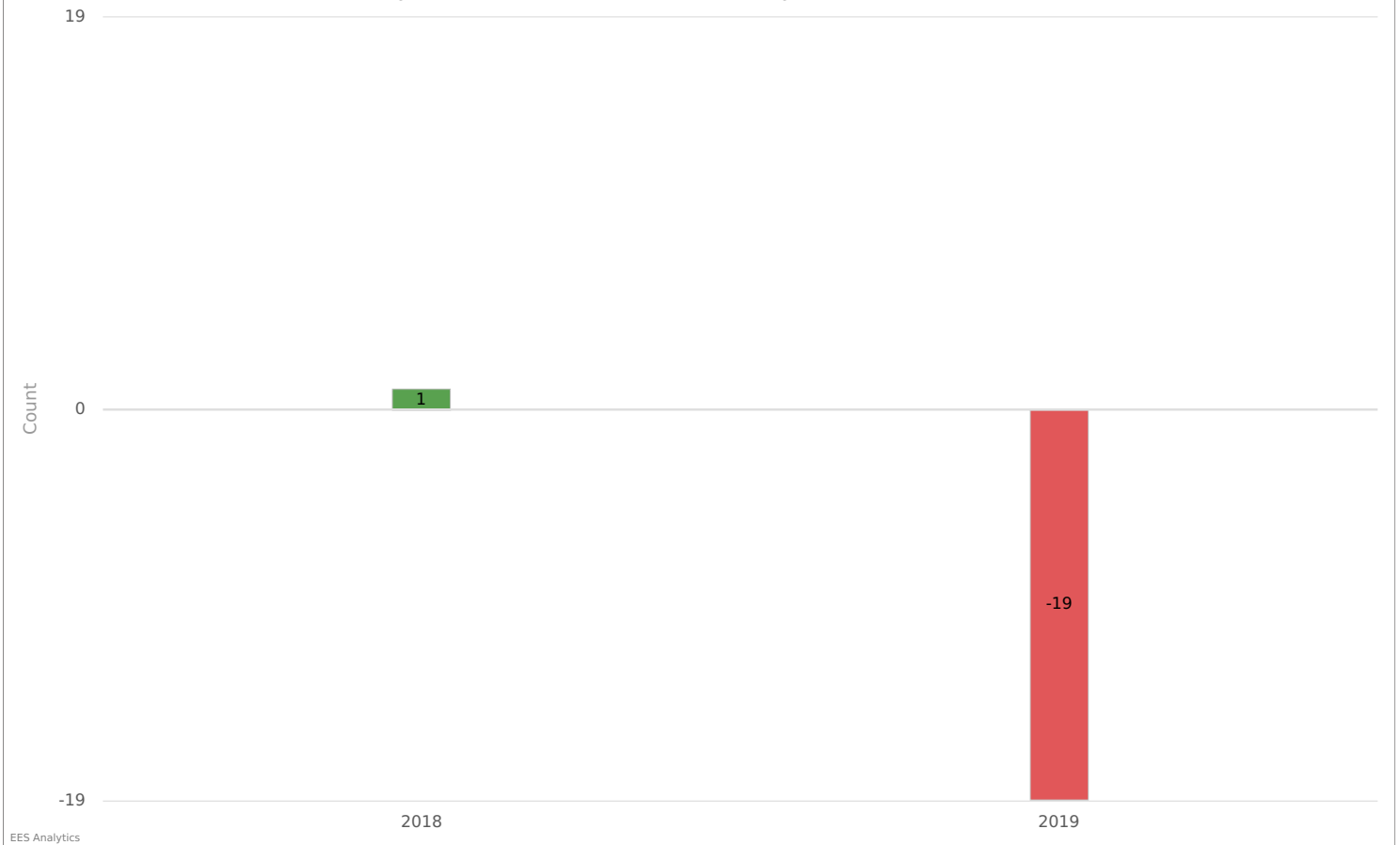


Net Proficiency Value by taking the students that previously failed and now passed minus the students that previously passed and now failed.

Year	Previously Failing	Now Passing	Previously Passing	Now Failing	Net Proficiency Value
2018	4		12		-8
2019	2		22		-20

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MATH Proficiency net value Growth Accountability (2-Year Trends) for 2018 & 2019 (Black)

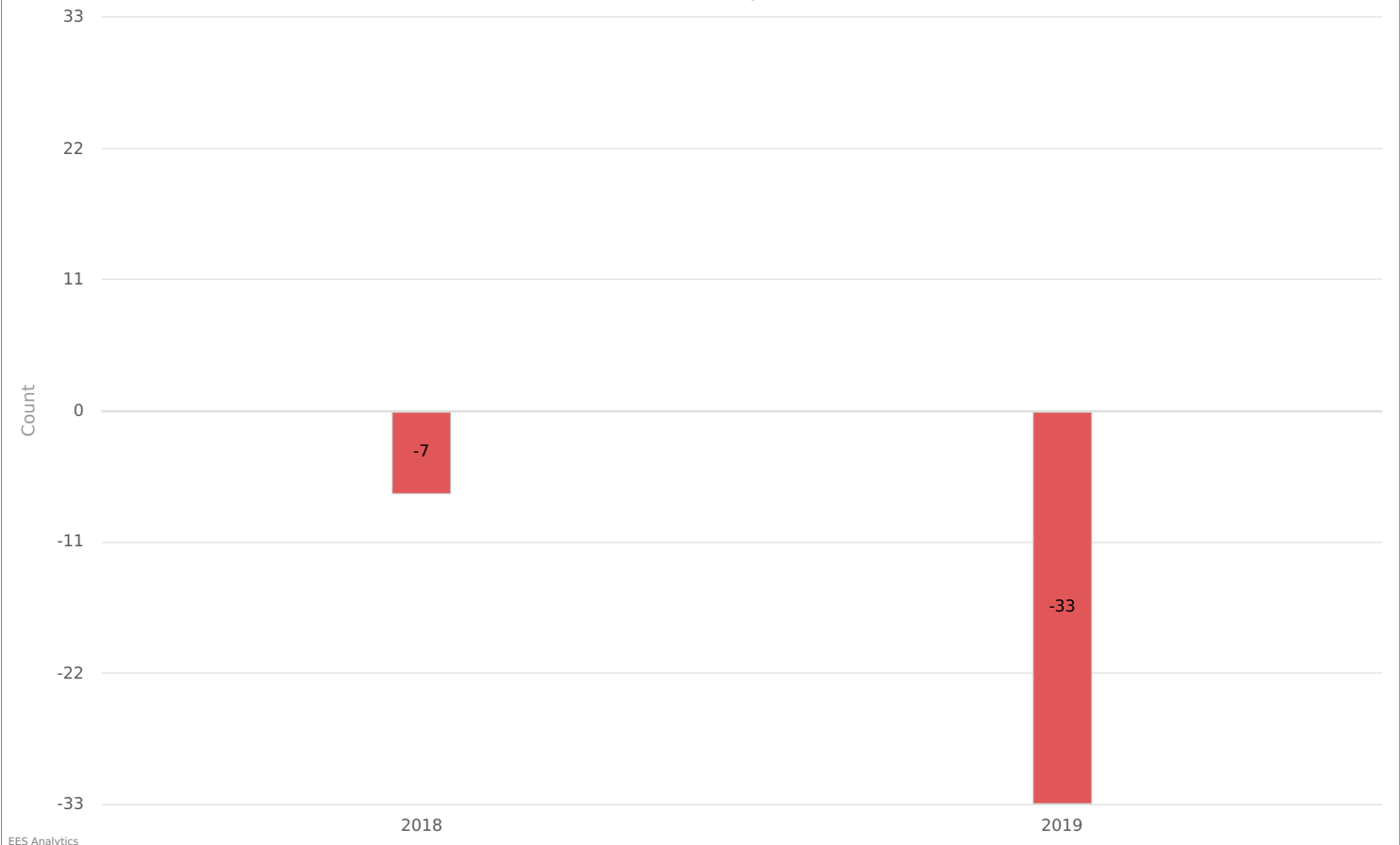


Net Proficiency Value by taking the students that previously failed and now passed minus the students that previously passed and now failed.

Year	Previously Failing	Now Passing	Previously Passing	Now Failing	Net Proficiency Value
2018	7		6		1
2019	0		19		-19

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ELA Growth net value Growth Accountability (2-Year Trends) for 2018 & 2019 (Black)



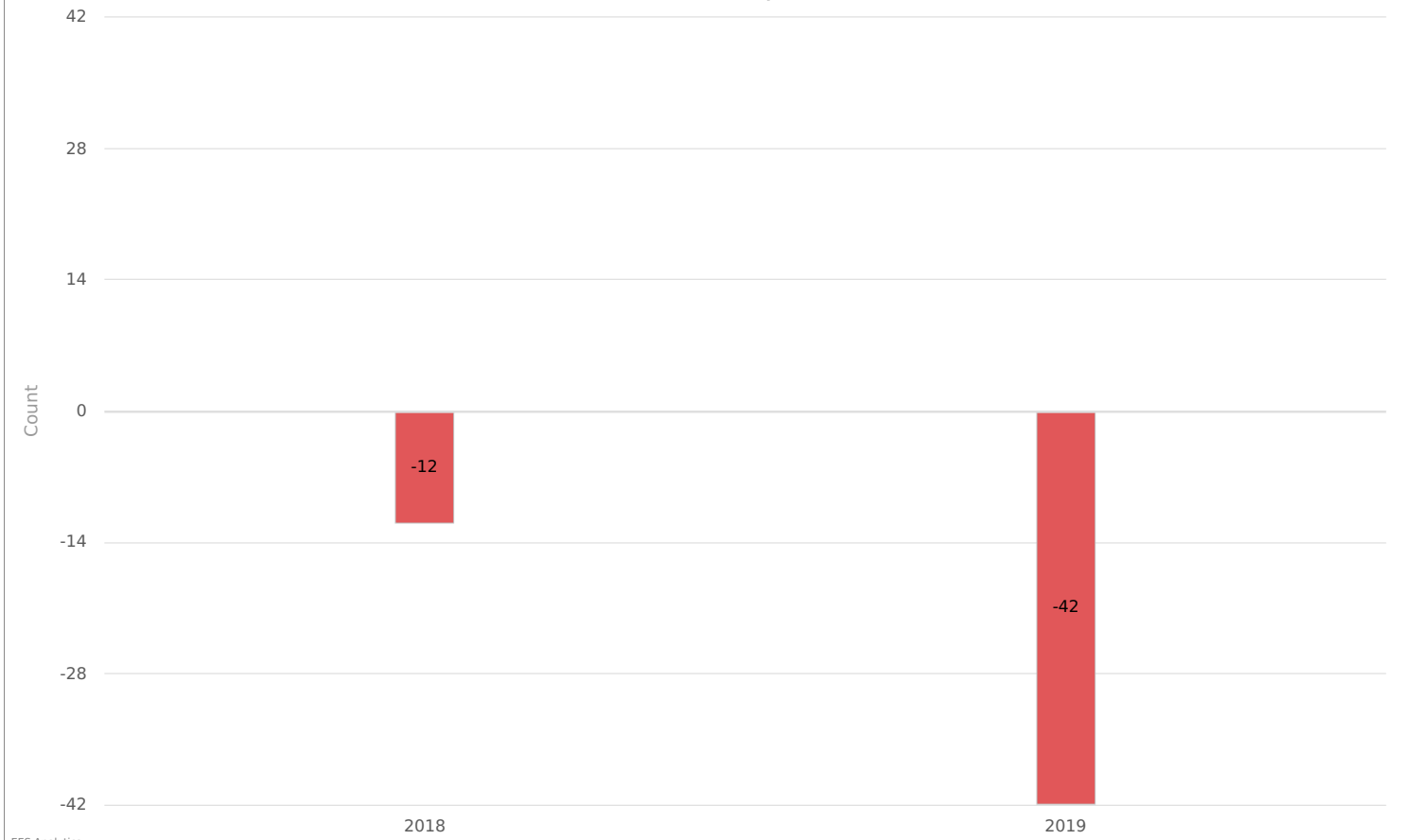
Net Growth Value is calculated by taking the students that were greater than or equal to 50% growth minus the students that were below 50% growth.

Year	50th Percentile or Above	Below 50th Percentile	Net Growth Value
2018	47	54	-7 Net Growth Value
2019	39	72	-33 Net Growth Value

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MATH Growth net value Growth Accountability (2-Year Trends) for 2018 & 2019 (Black)

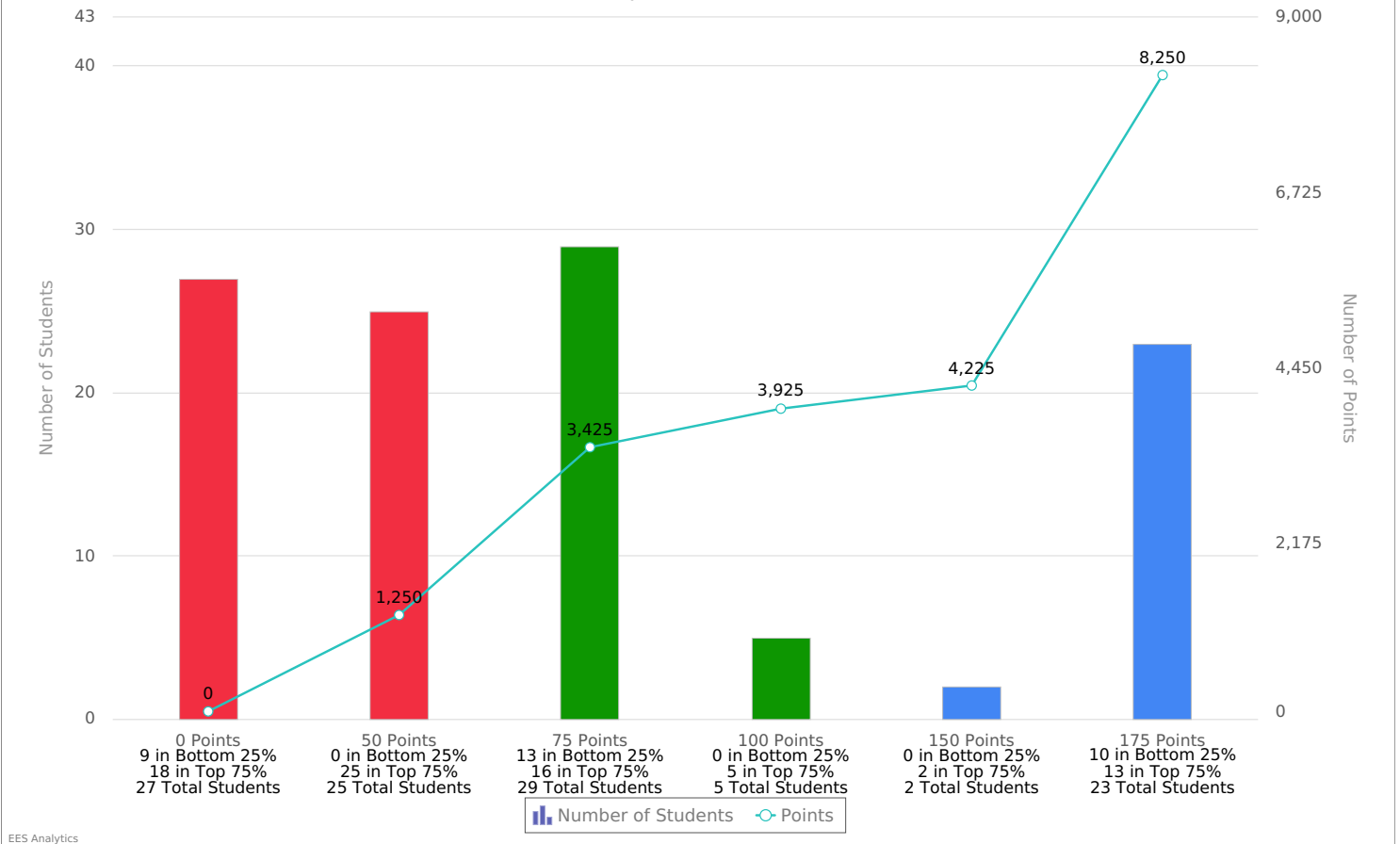


Net Growth Value is calculated by taking the students that were greater than or equal to 50% growth minus the students that were below 50% growth.

Year	50th Percentile or Above	Below 50th Percentile	Net Growth Value
2018	45	57	-12 Net Growth Value
2019	35	77	-42 Net Growth Value

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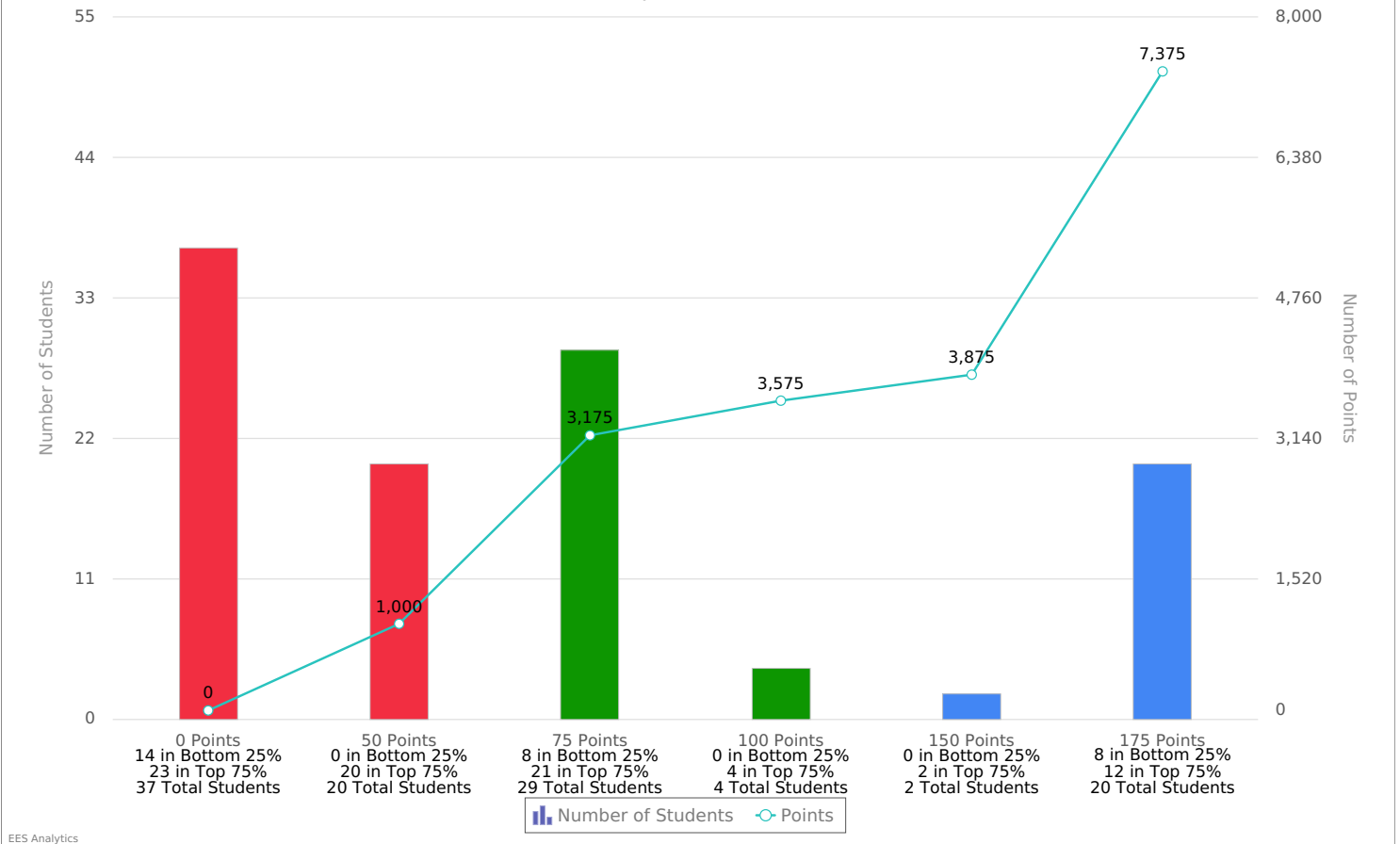
ELA Growth points (Black) in 2019



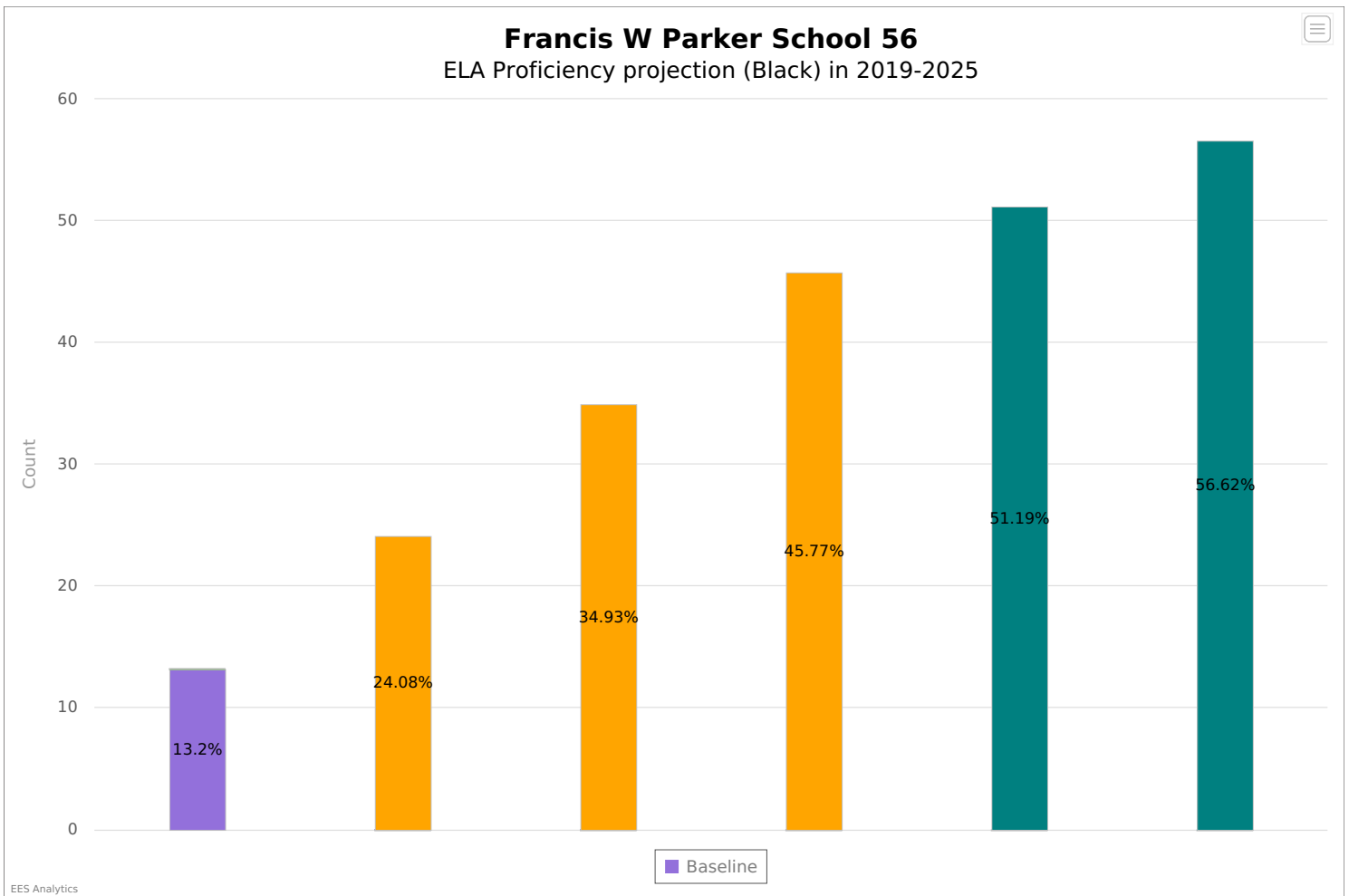
You received a total of **2,725 growth points** from your bottom 25% student group. That is a mean of **85.16 growth points** for the bottom 25% student group. You received a total of **5,525 growth points** from your top 75% student group. That is a mean of **69.94 growth points** for the top 75% student group. Overall, you received a growth score of **77.55 growth points per student**.

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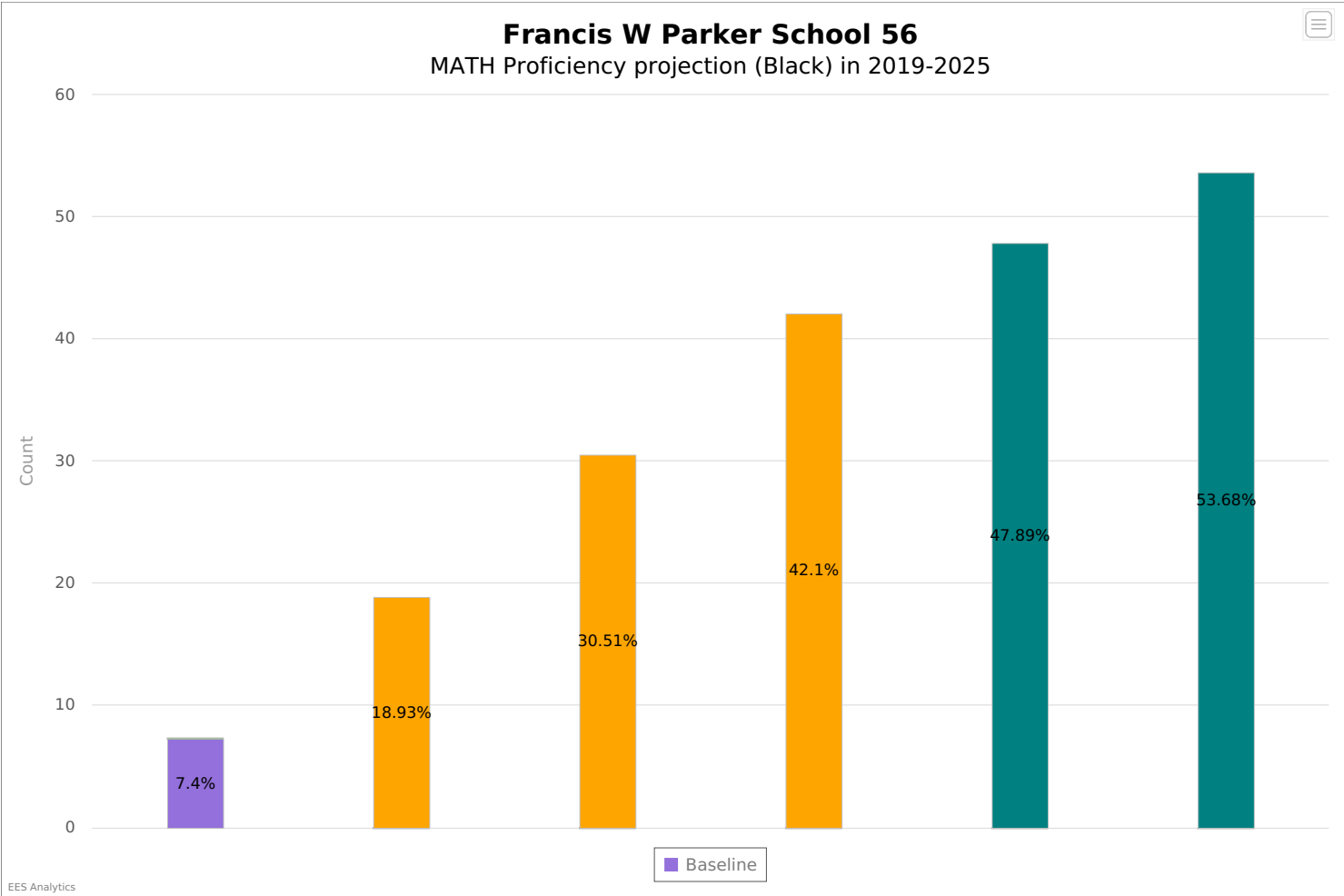
MATH Growth points (Black) in 2019



You received a total of **2,000 growth points** from your bottom 25% student group. That is a mean of **66.67 growth points** for the bottom 25% student group. You received a total of **5,375 growth points** from your top 75% student group. That is a mean of **65.55 growth points** for the top 75% student group. Overall, you received a growth score of **66.11 growth points per student**.



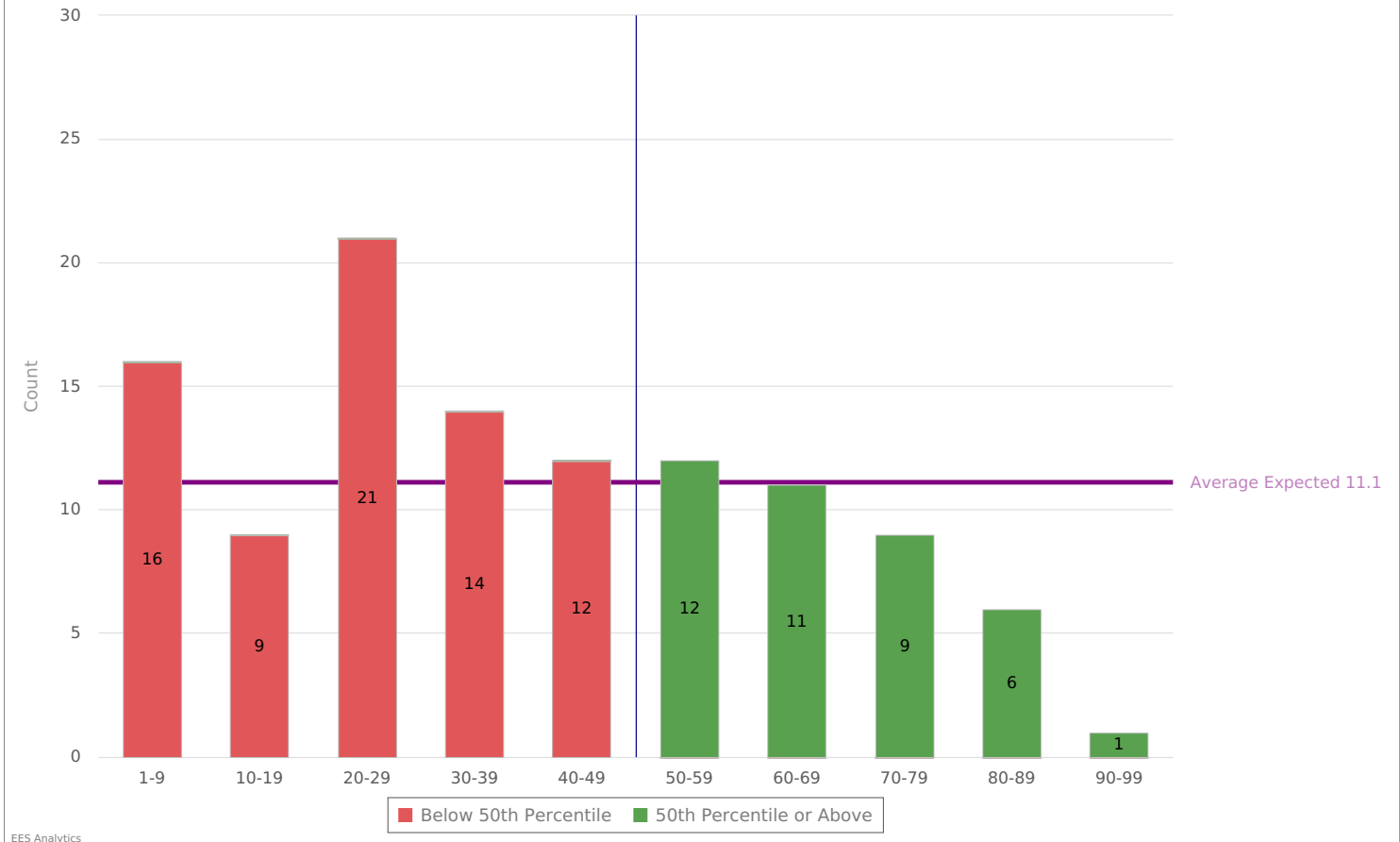
As of 2019, 13.2% of the students passed the ELA state standardized test. The goal under the Indiana ESSA plan is to reduce the number of students not passing by half over a five-year period. To make progress towards this goal by 2022, your pass rate would have to increase by 32.5%. Ultimately, to meet this ambitious goal, it would require an overall 43.4% increase in students passing by 2024. (There was no testing done in 2020)



As of 2019, 7.4% of the students passed the MATH state standardized test. The goal under the Indiana ESSA plan is to reduce the number of students not passing by half over a five-year period. To make progress towards this goal by 2022, your pass rate would have to increase by 34.7%. Ultimately, to meet this ambitious goal, it would require an overall 46.3% increase in students passing by 2024. (There was no testing done in 2020)

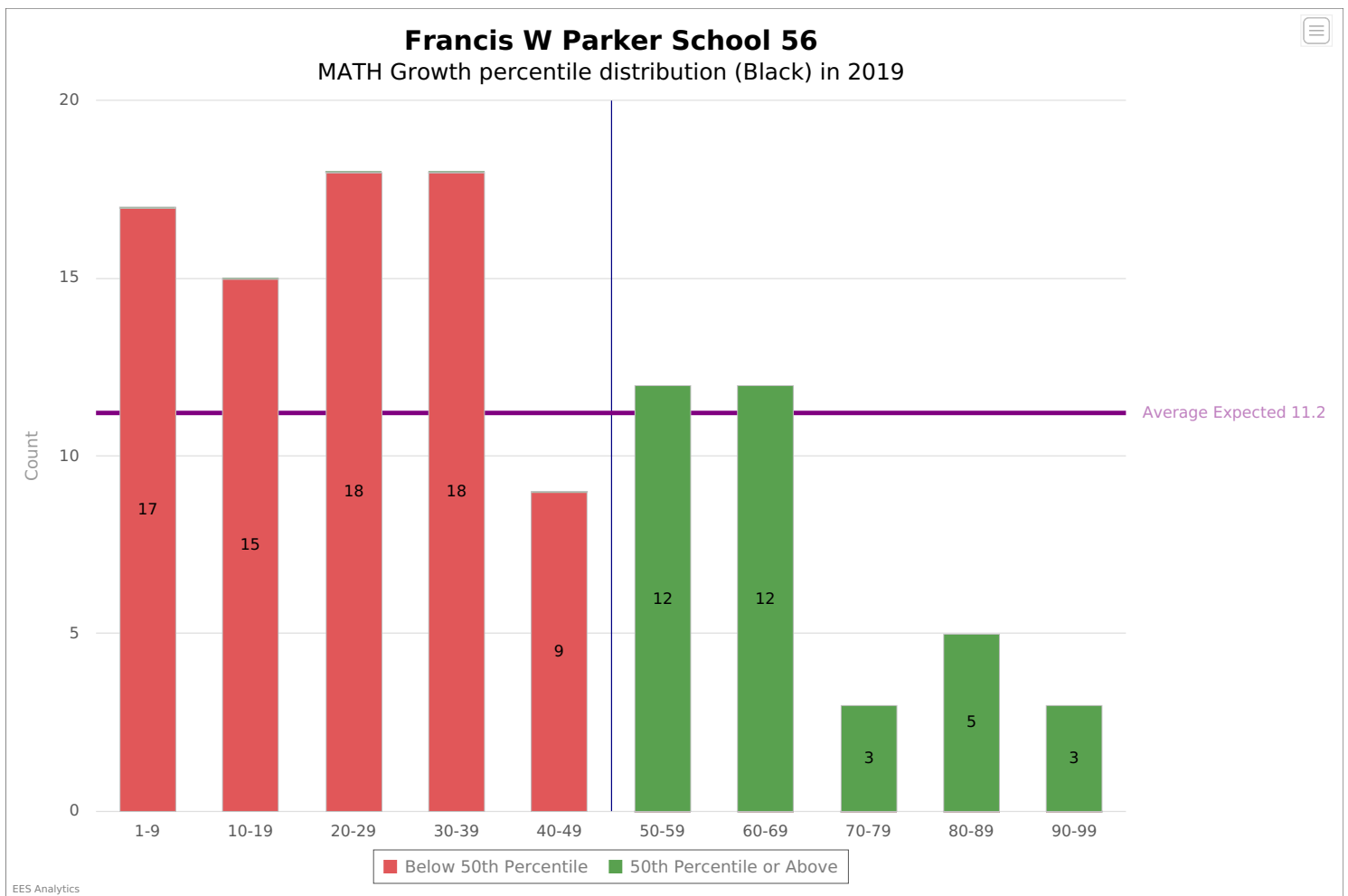
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ELA Growth percentile distribution (Black) in 2019



The mean growth percentile of this group is 39.1% and the standard deviation is 24.5. In 2019, there was 64.9% of students that did not meet the 50th percentile of growth, meaning they failed to make 1-year of growth compared to their peers. Throughout the state, 50% of the students would meet that designation, however your student performance demonstrated 14.9% more.

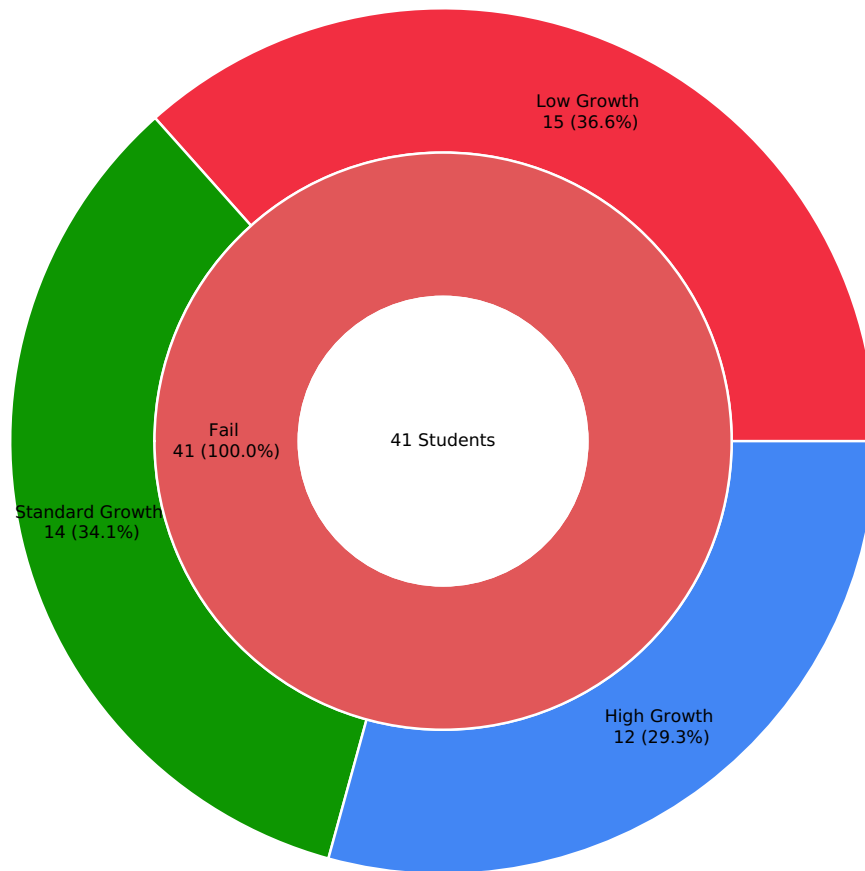
- There was a high percentage of students in the bottom three percentile ranges, 41.4% (total of 1-9, 10-19, and 20-29). It was expected to be around 40% but your student performance had 1.4% more than expected in these lowest performance ranges.



The mean growth percentile of this group is 37.0% and the standard deviation is 24.4. In 2019, there was 68.8% of students that did not meet the 50th percentile of growth, meaning they failed to make 1-year of growth compared to their peers. Throughout the state, 50% of the students would meet that designation, however your student performance demonstrated 18.8% more.

- There was a high percentage of students in the bottom three percentile ranges, 44.6% (total of 1-9, 10-19, and 20-29). It was expected to be around 40% but your student performance had 4.6% more than expected in these lowest performance ranges.

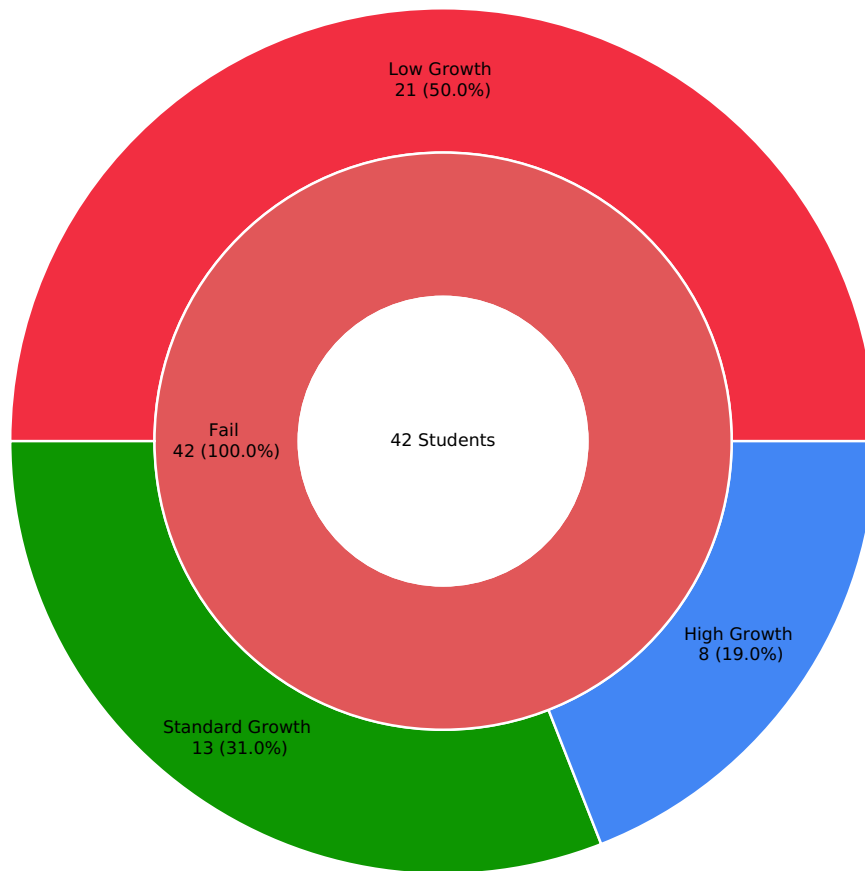
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ELA Proficiency and Growth for 2019 (SPED)



EES Analytics

Of the 41 students, there were 0.0% who passed and 100.0% who did not pass. Of the students who passed, there were 0.0% demonstrated high growth, 0.0% demonstrated standard growth, and 0.0% demonstrated low growth. For the students who did not pass, there were 29.3% demonstrated high growth, 34.1% demonstrated standard growth, and 36.6% demonstrated low growth.

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MATH Proficiency and Growth for 2019 (SPED)



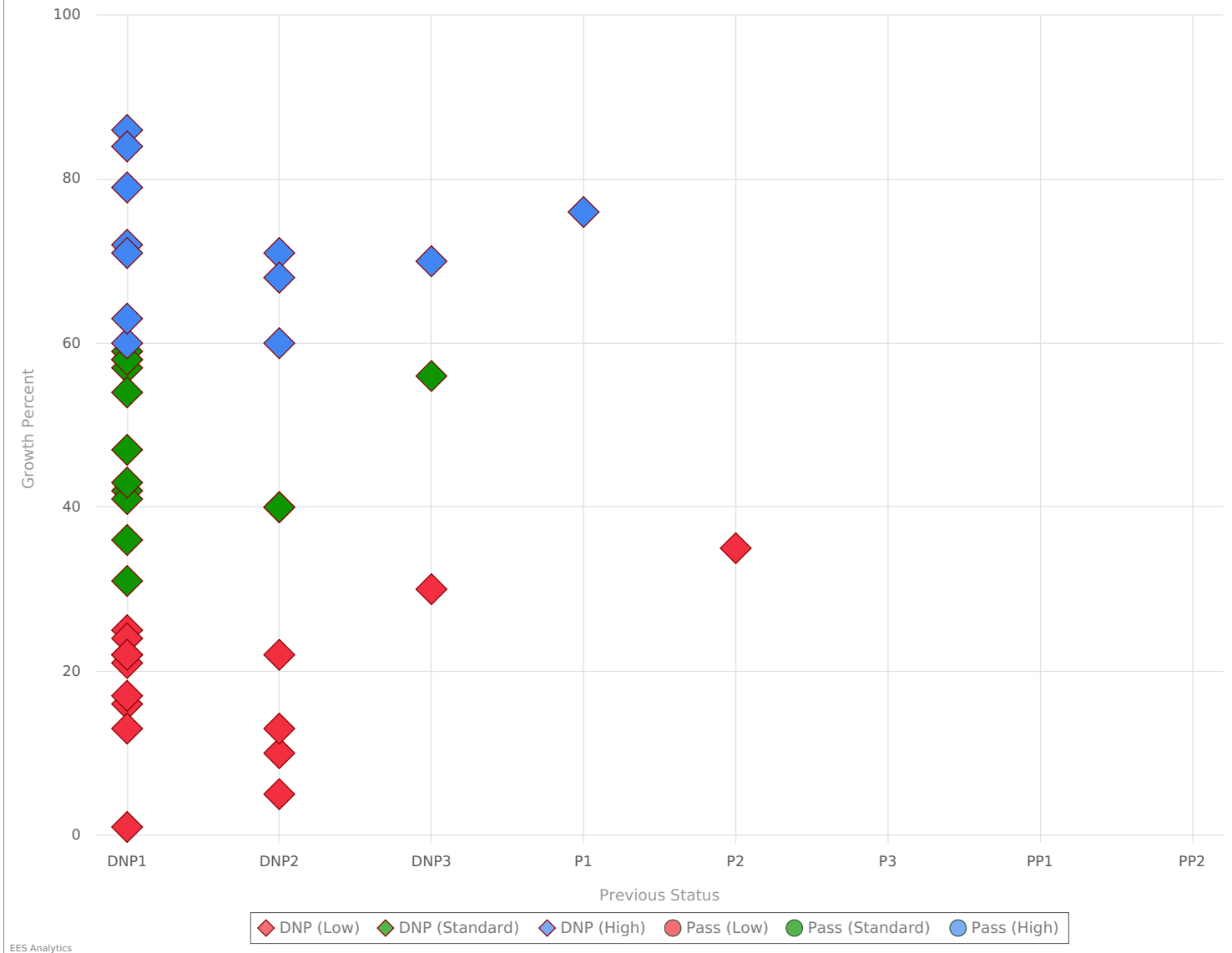
EES Analytics

Of the 42 students, there were 0.0% who passed and 100.0% who did not pass. Of the students who passed, there were 0.0% demonstrated high growth, 0.0% demonstrated standard growth, and 0.0% demonstrated low growth. For the students who did not pass, there were 19.0% demonstrated high growth, 31.0% demonstrated standard growth, and 50.0% demonstrated low growth.

- A high percentage of the students who did not pass were in the low growth category with 50.0%, this indicates that these students had less than one-year growth when compared to their academic peers.

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ELA Previous status (SPED) in 2019



There were 15 students in the low growth category, which accounts for 36.6%. More specifically, of the students who did not pass the previous year, 35.9% fell into the low growth category meaning they fell even further behind their peers by achieving less than one year of growth.

There were 14 students in the standard growth category, which accounts for 34.1%.

There were 12 students in the high growth category, which accounts for 29.3%. More specifically, of last year's students who did not pass, 28.2% attained the high growth meaning they gained ground on their peers and achieved more than one year's growth.

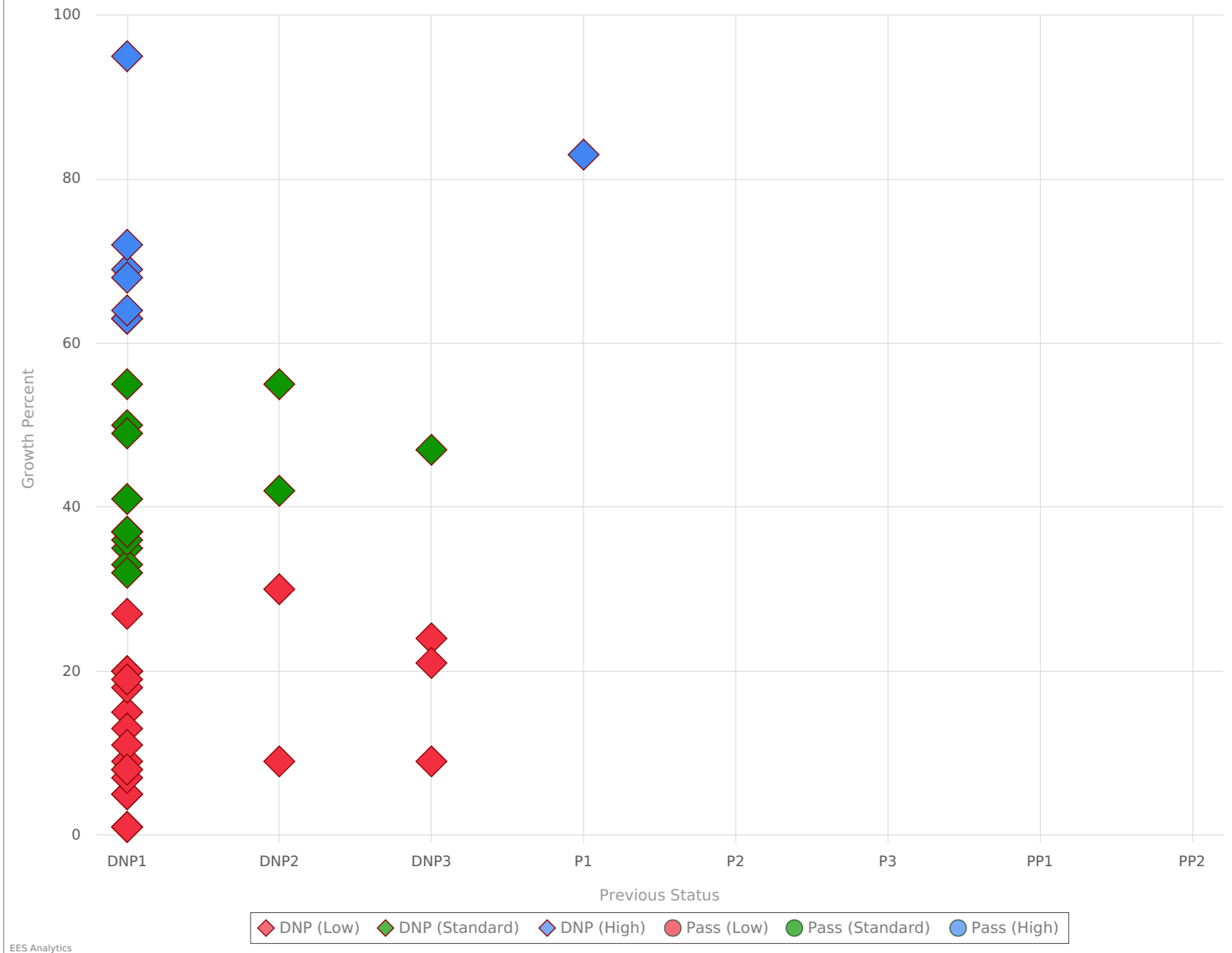
Those students nearest the cut scores (DNP3 and P1) had 25.0% in low growth and 50.0% in high growth. The net growth value (number of high growth students minus low growth students) was -5.

There were **14 students**, 34.1% of the total students, who received **0 points** on the growth accountability measure. Every student receiving a zero substantially impacts your growth calculation and demonstrates that these students are not progressing academically.

- The students furthest behind grade level proficiency (DNP1) only had 25.9% in the high growth category. This indicates not enough students in this category are surpassing a year of growth, which would be needed if they are going to catch their peers.

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MATH Previous status (SPED) in 2019



There were 21 students in the low growth category, which accounts for 50.0%. More specifically, of the students who did not pass the previous year, 51.2% fell into the low growth category meaning they fell even further behind their peers by achieving less than one year of growth.

There were 13 students in the standard growth category, which accounts for 31.0%.

There were 8 students in the high growth category, which accounts for 19.0%. More specifically, of last year's students who did not pass, 17.1% attained the high growth meaning they gained ground on their peers and achieved more than one year's growth.

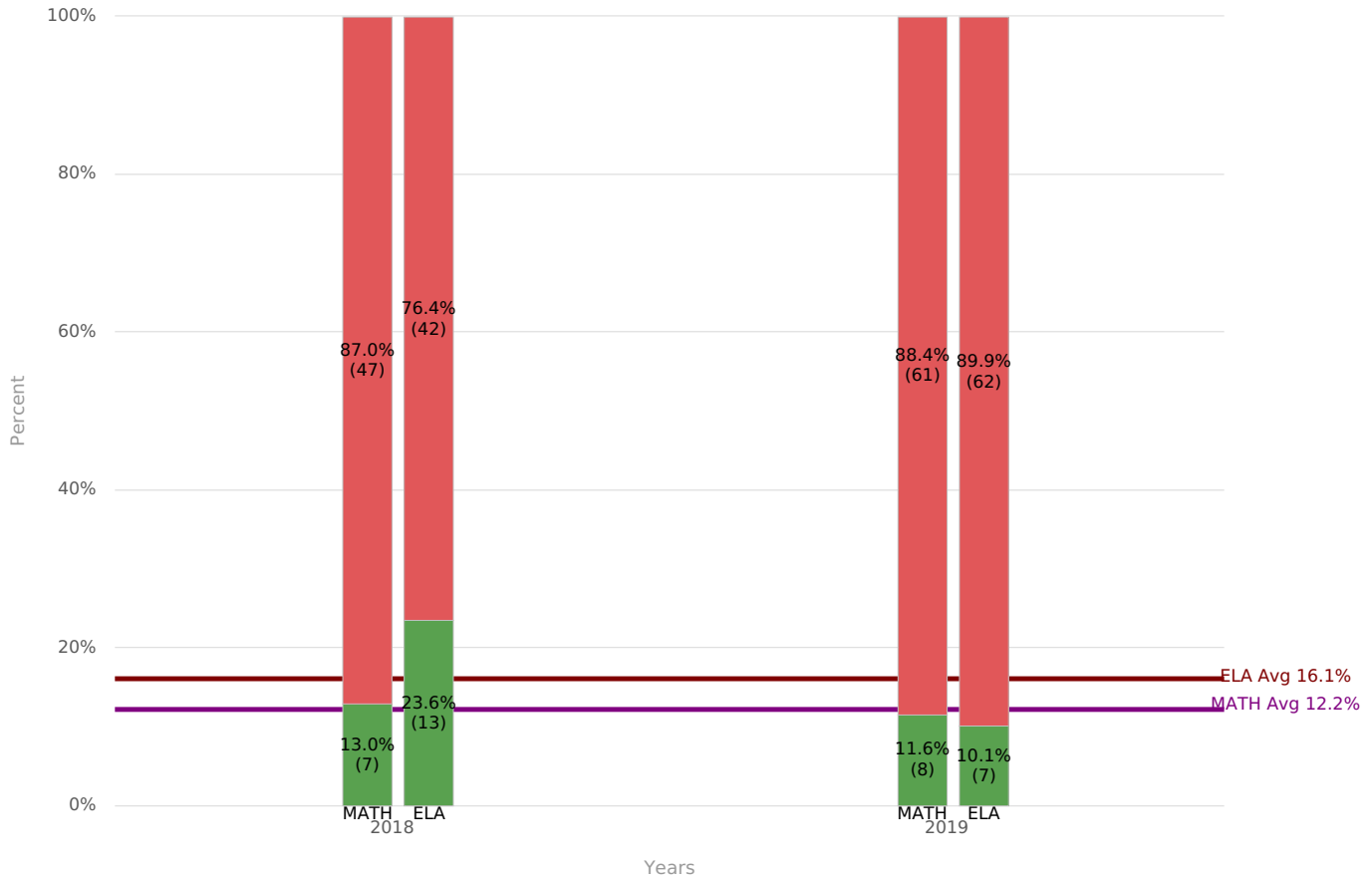
Those students nearest the cut scores (DNP3 and P1) had 60.0% in low growth and 20.0% in high growth. The net growth value (number of high growth students minus low growth students) was -20.

There were **21 students**, 50.0% of the total students, who received **0 points** on the growth accountability measure. Every student receiving a zero substantially impacts your growth calculation and demonstrates that these students are not progressing academically.

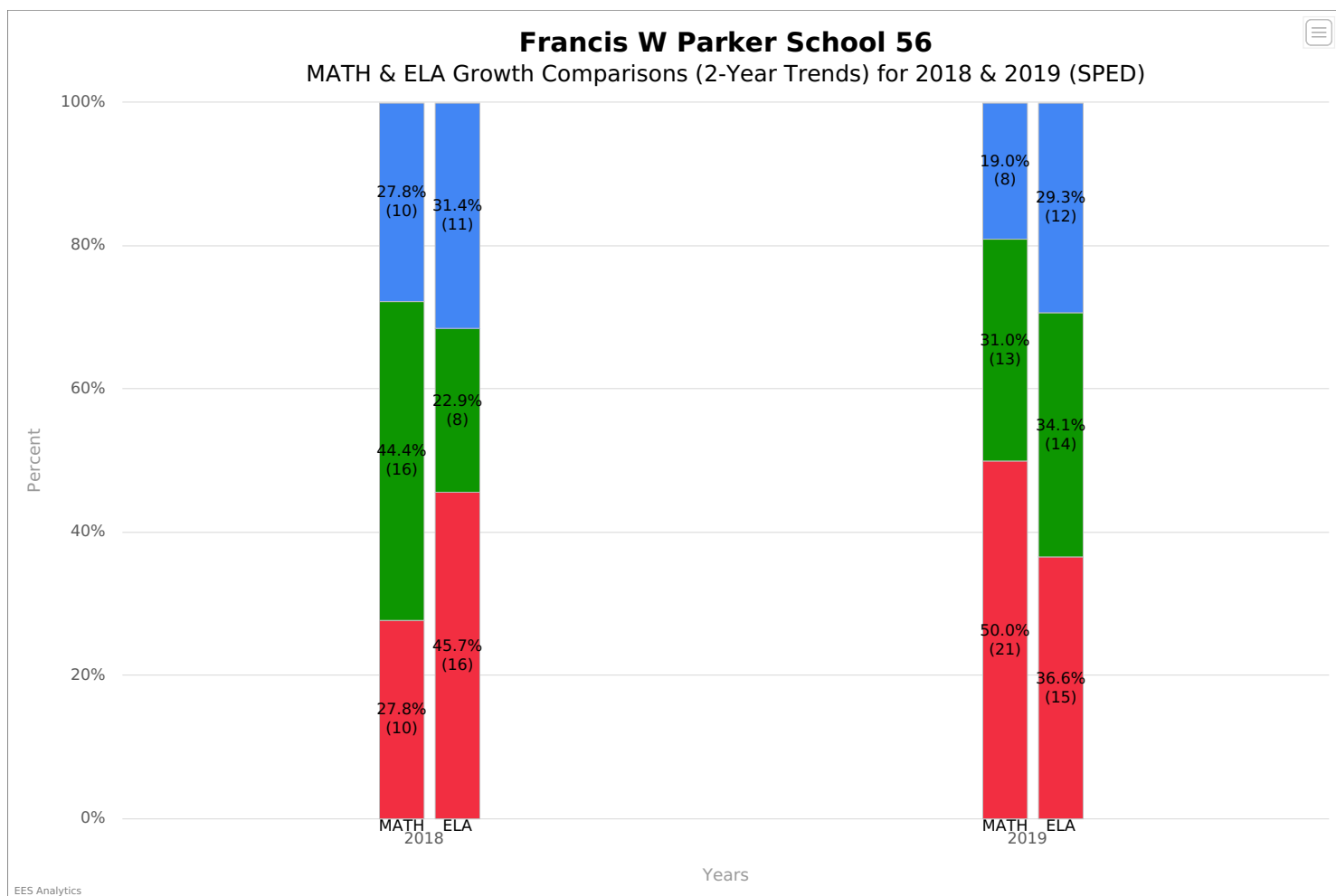
- The students furthest behind grade level proficiency (DNP1) only had 21.2% in the high growth category. This indicates not enough students in this category are surpassing a year of growth, which would be needed if they are going to catch their peers.

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MATH & ELA Proficiency Comparisons (2-Year Trends) for 2018 & 2019 (SPED)

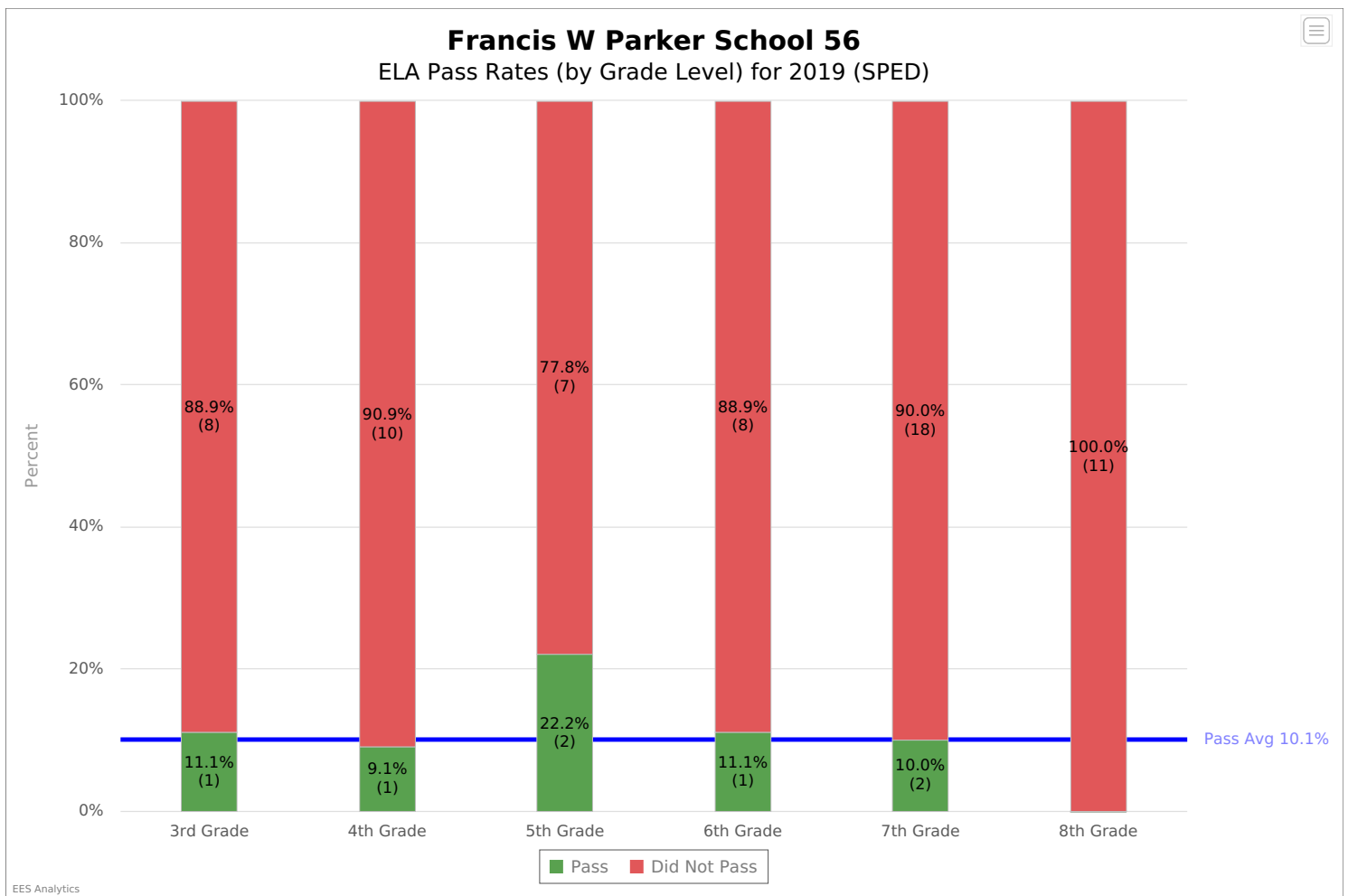


On average, 12.2% of students have passed the Math test for the last 2 years. In the last 1 years, Math has had a -1.4 percentage points change. On average, 16.1% of students have passed the ELA test for the last 2 years. In the last 1 years, ELA has had a -13.5 percentage points change. Students have achieved higher pass rates in ELA than Math by 3.9% on average over the past three years.



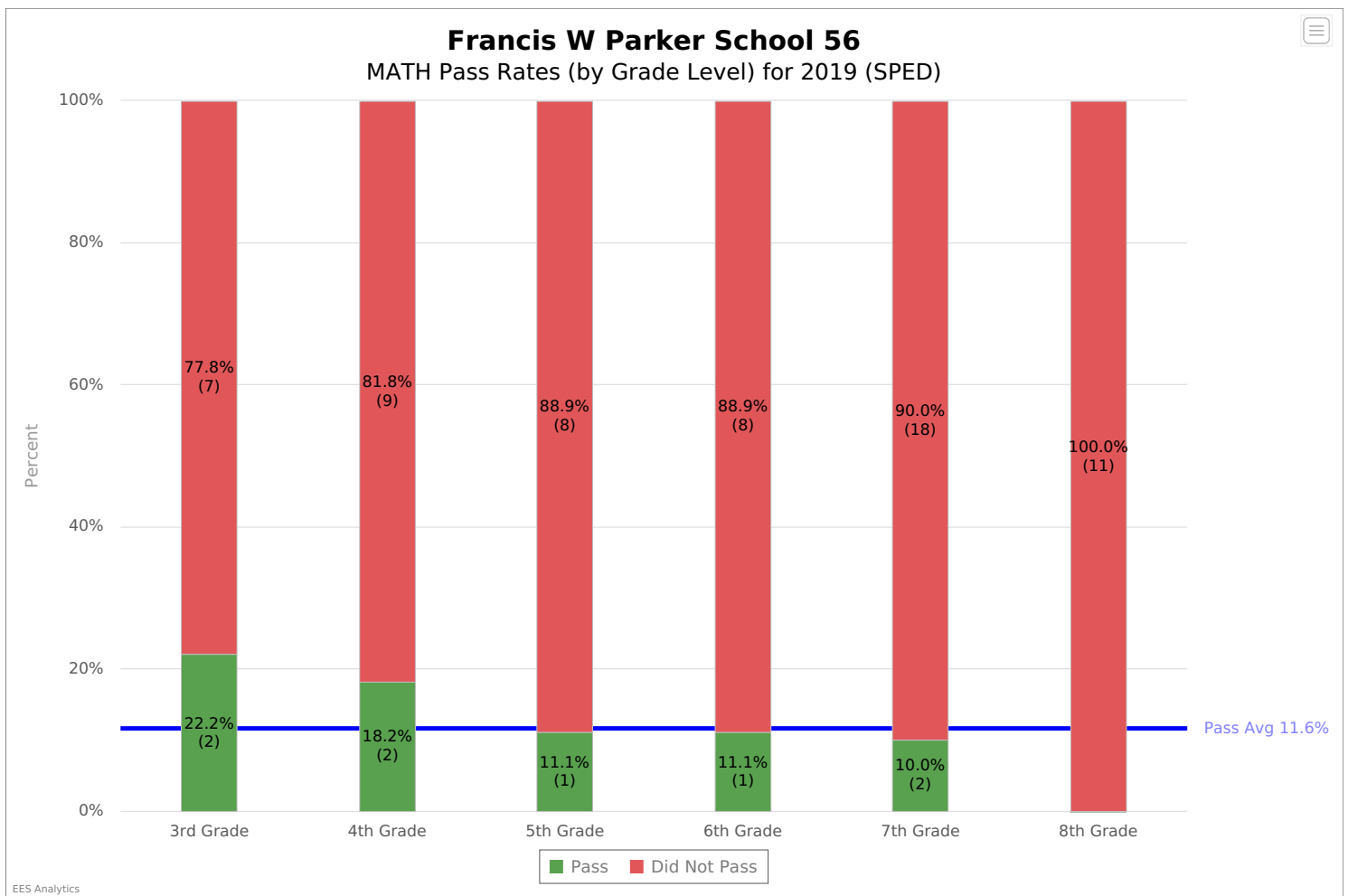
On average, 39.7% of students have demonstrated low growth on the MATH test over the last 2 years. On average, 23.1% of students have demonstrated high growth on the MATH test over the last 2 years. Over the last 1 years, the percentage of students in low growth for MATH has increased by 22.2. Over the last 1 years, the percentage of students in high growth for MATH has decreased by 8.7.

On average, 40.8% of students have demonstrated low growth on the ELA test over the last 2 years. On average, 30.3% of students have demonstrated high growth on the ELA test over the last 2 years. Over the last 1 years, the percentage of students in low growth for ELA has decreased by 9.1. Over the last 1 years, the percentage of students in high growth for ELA has decreased by 2.2.



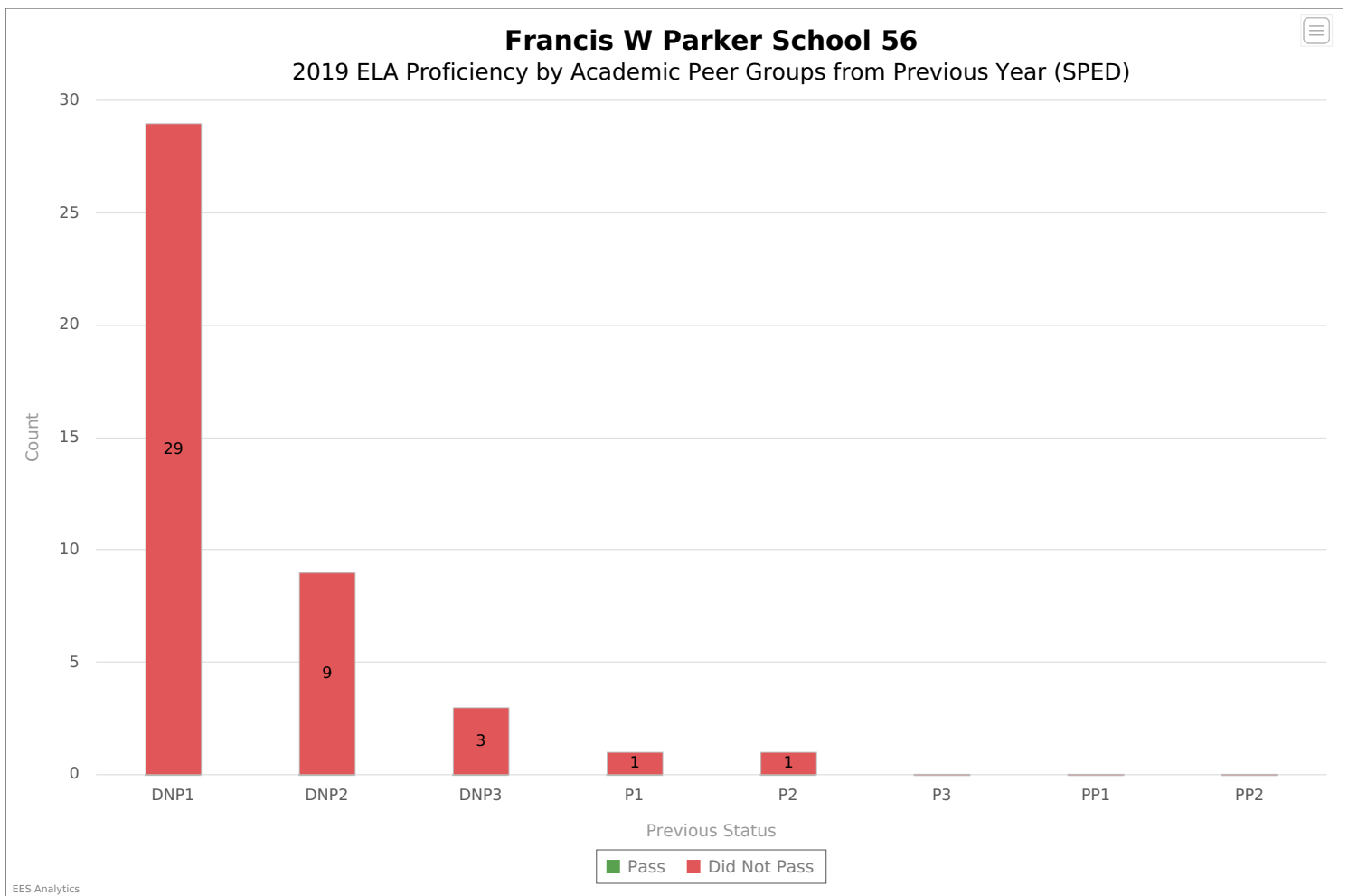
The 5th grade had the highest percentage of students passing. This grade level was 12.1 percentage points above the average passing percentage for the school. The 8th grade had the lowest percentage of student passing. This grade level was 10.1 percentage points below the average passing percentage for the building. There is a 22.2 percentage point spread between the highest and lowest passing percentage.

- + If all grade levels were performing at the level of the 5th grade next year, then the building would make significant progress in closing the achievement gap (decreasing the number of students not passing by half within five years) as they would have a 12.1% increase over current passing rates, which would be 3.1% higher than the projected 9.0% increase needed to be on track to closing the achievement gap.



The 3rd grade had the highest percentage of students passing. This grade level was 10.6 percentage points above the average passing percentage for the school. The 8th grade had the lowest percentage of student passing. This grade level was 11.6 percentage points below the average passing percentage for the building. There is a 22.2 percentage point spread between the highest and lowest passing percentage.

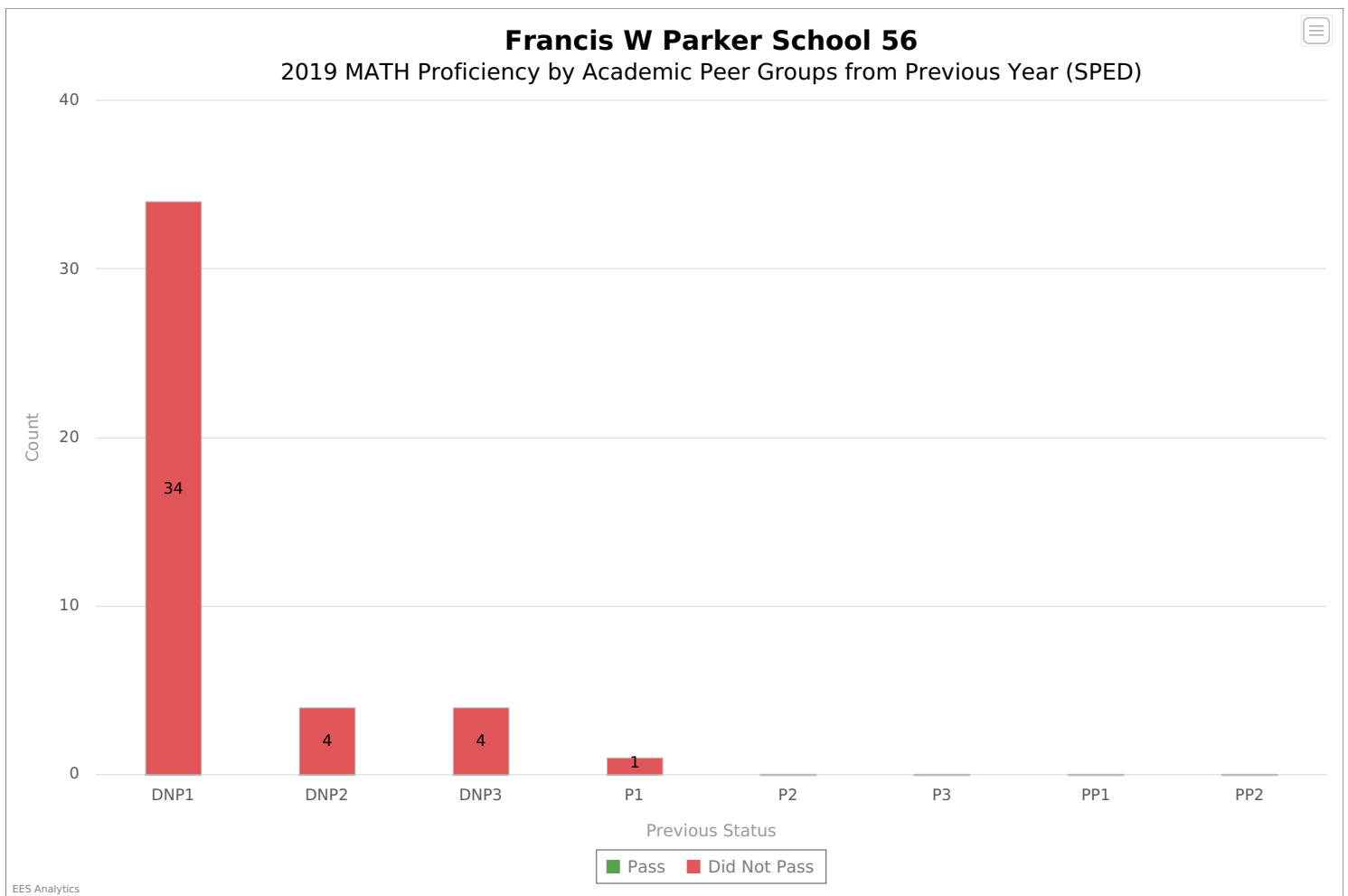
- + If all grade levels were performing at the level of the 3rd grade next year, then the building would make significant progress in closing the achievement gap (decreasing the number of students not passing by half within five years) as they would have a 10.6% increase over current passing rates, which would be 1.8% higher than the projected 8.8% increase needed to be on track to closing the achievement gap.



Of the 2 students who passed the previous year, there were 2 students (100.0%) who did not pass this year.

Of the 41 students who did not pass the previous year, there were 0 students (0.0%) who did pass this year. The net proficiency value (number of students gained minus students lost) was -2. Students who were just above or below the cut line from last year (DNP3 and P1) had a pass rate of 0.0% this year. The year before the pass rate for these students was 25.0%.

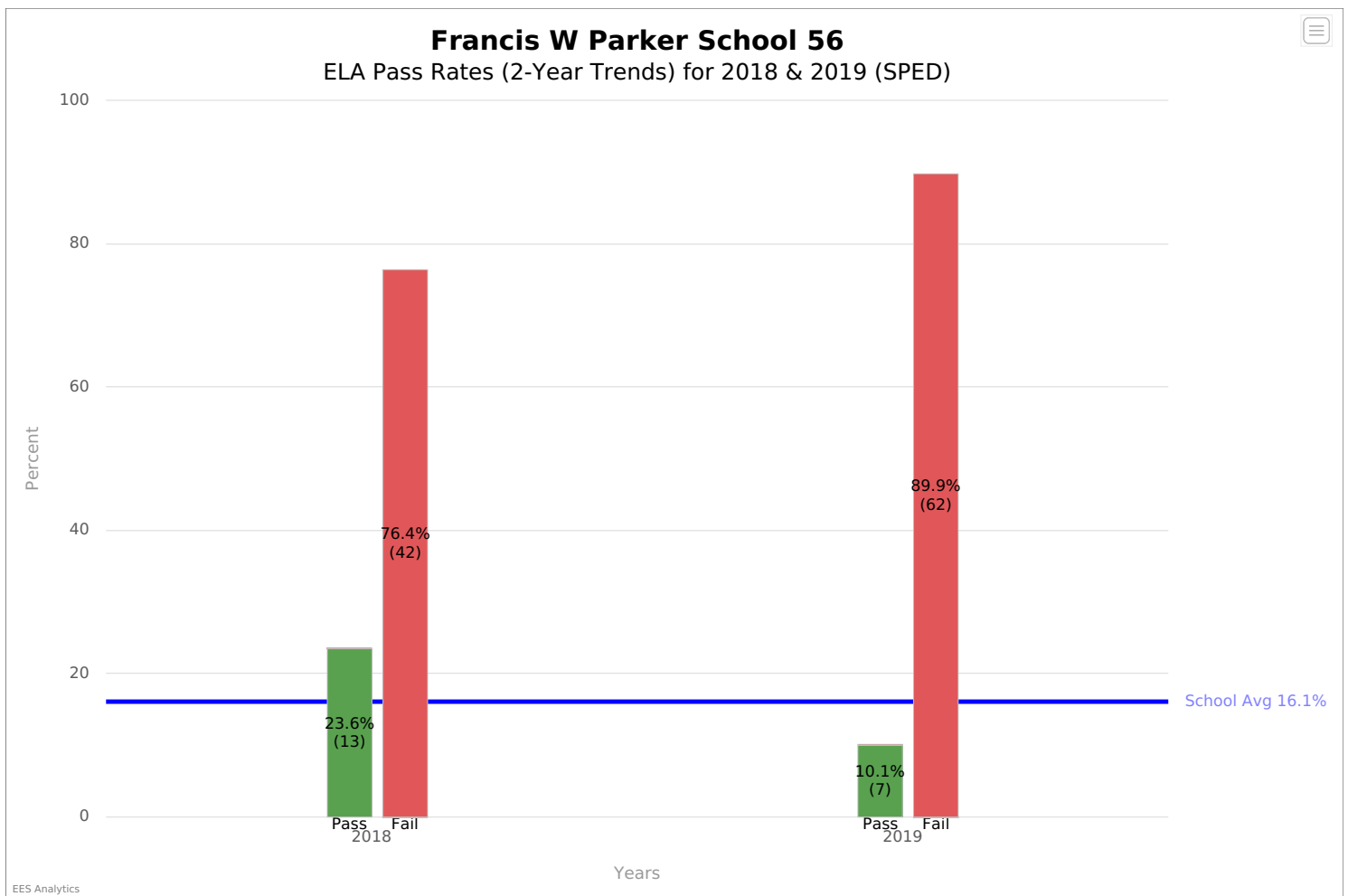
- There were 1 students who had previously scored well above the cut score (P2 academic peer group or higher) the previous year that did not pass this year.
- It should be noted that a large portion of the student population (88.4%) is in the DNP1 or DNP2 academic peer groups, indicating many students started well below grade level.



Of the 1 students who passed the previous year, there were 1 students (100.0%) who did not pass this year.

Of the 42 students who did not pass the previous year, there were 0 students (0.0%) who did pass this year. The net proficiency value (number of students gained minus students lost) was -1. Students who were just above or below the cut line from last year (DNP3 and P1) had a pass rate of 0.0% this year. The year before the pass rate for these students was 20.0%.

- It should be noted that a large portion of the student population (88.4%) is in the DNP1 or DNP2 academic peer groups, indicating many students started well below grade level.

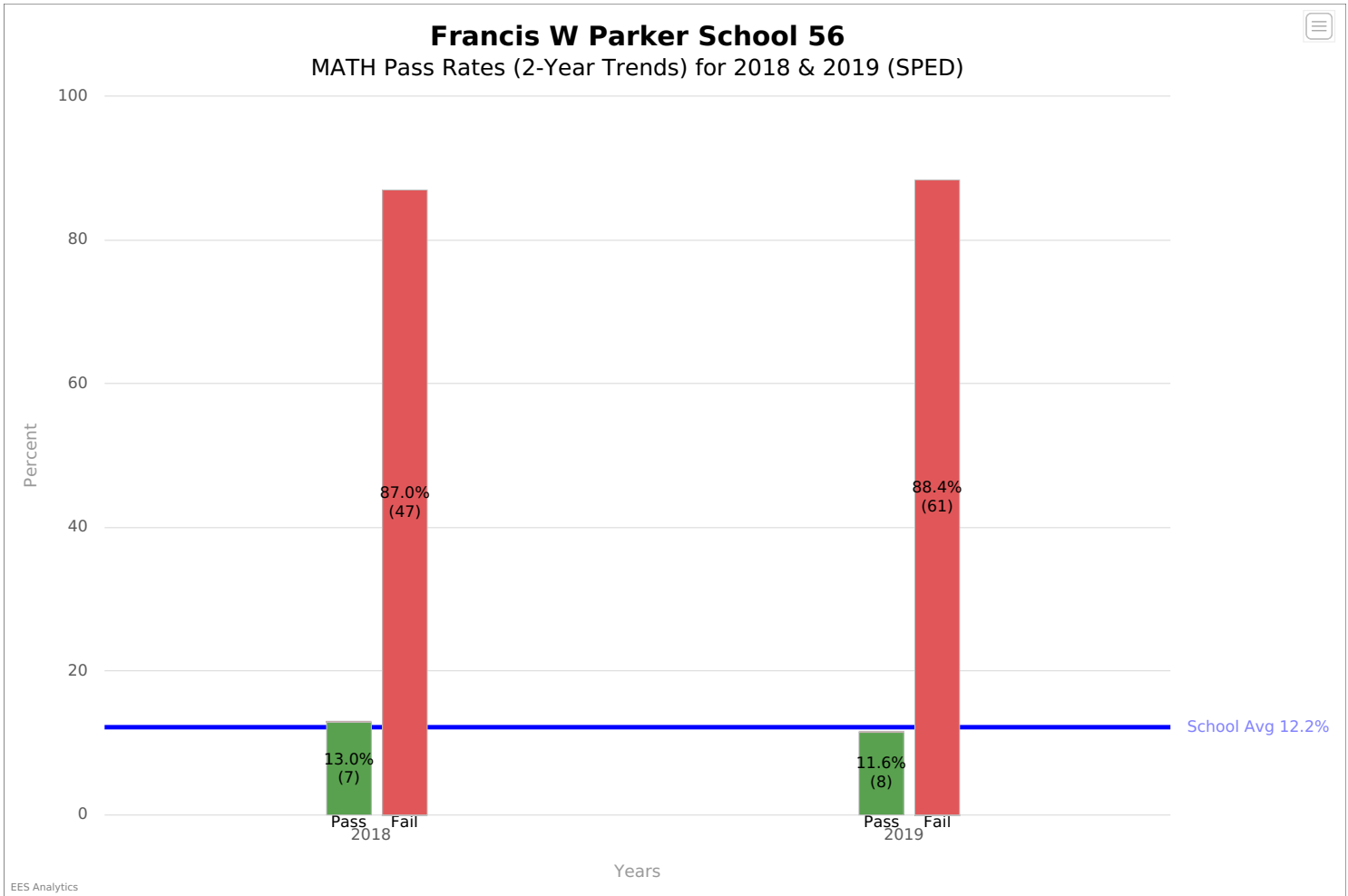


This indicates a pass rate change of -13.5 percentage points over the last year. To make significant progress in closing the achievement gap in the next five years (decreasing the number of students not passing by half within five years), you would need a 44.9% increase from your current passing rate. That is an annual increase of 9.0%.

Difference between school and

State Average

-46.2%

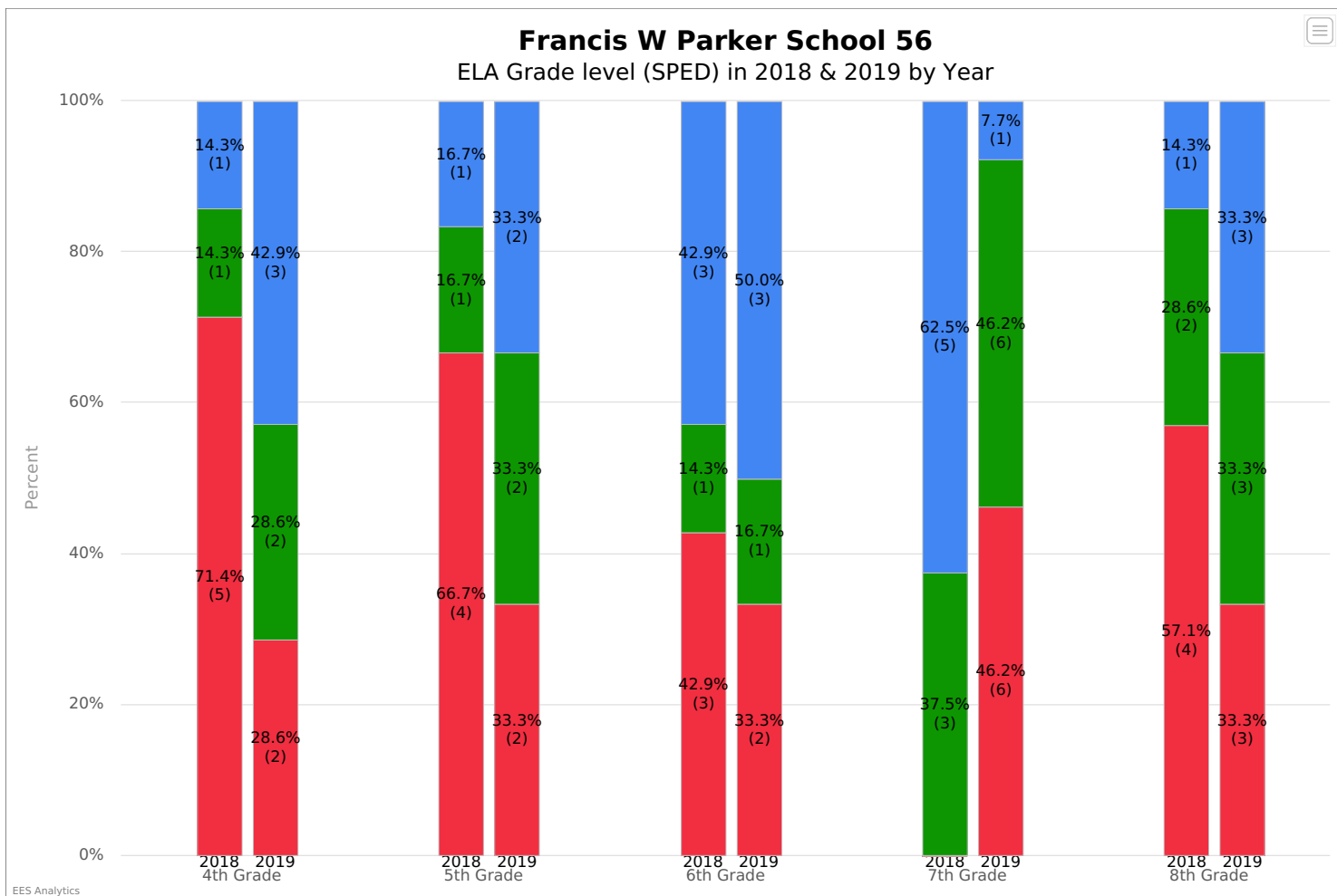


This indicates a pass rate change of -1.4 percentage points over the last year. To make significant progress in closing the achievement gap in the next five years (decreasing the number of students not passing by half within five years), you would need a 44.2% increase from your current passing rate. That is an annual increase of 8.8%.

Difference between school and

State Average

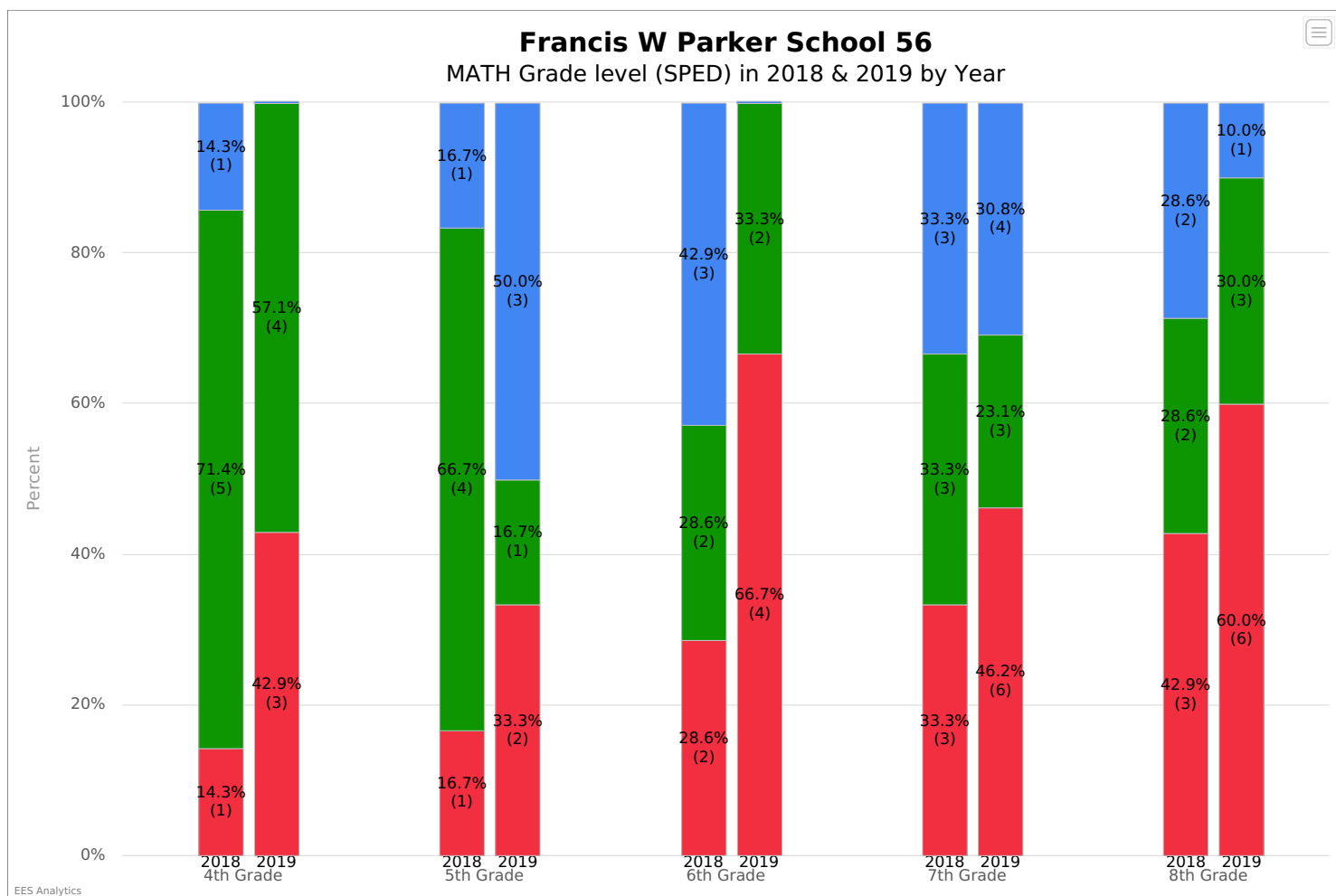
-43.8%



The percentage of students in low growth has gone from 45.7% to 36.6%. This is a change of -9.1% over the last year.

The percentage of students in standard growth has gone from 22.9% to 34.1%. This is a change of 11.3% over the last year.

The percentage of students in high growth has gone from 31.4% to 29.3%. This is a change of -2.2% over the last year.



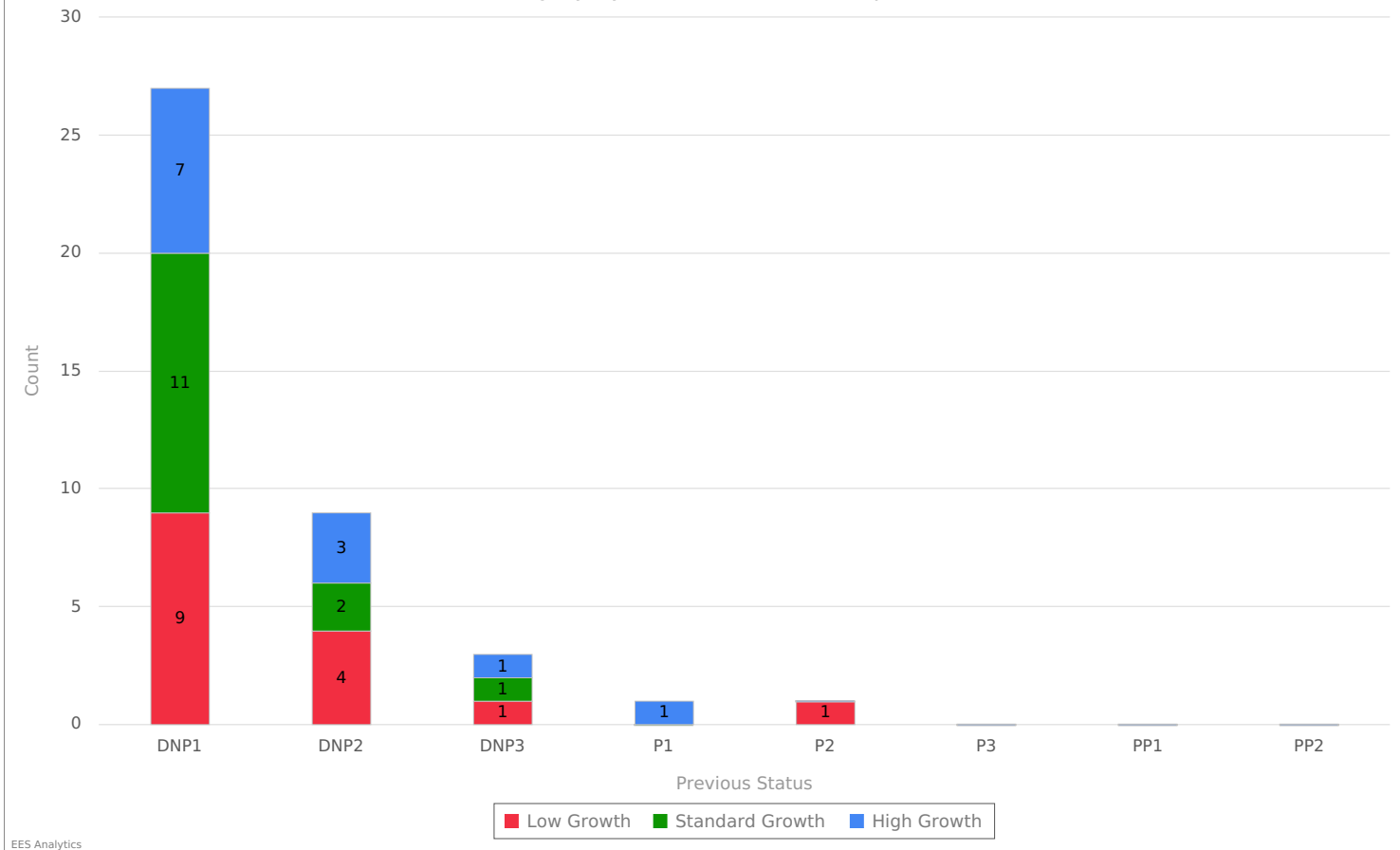
The percentage of students in low growth has gone from 27.8% to 50.0%. This is a change of 22.2% over the last year.

The percentage of students in standard growth has gone from 44.4% to 31.0%. This is a change of -13.5% over the last year.

The percentage of students in high growth has gone from 27.8% to 19.0%. This is a change of -8.7% over the last year.

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2019 ELA Growth Category by Academic Peer Groups from Previous Year (SPED)



There were 15 students in the low growth category, which accounts for 36.6%. More specifically, of the students who did not pass the previous year, 35.9% fell into the low growth category meaning they fell even further behind their peers by achieving less than one year of growth.

There were 14 students in the standard growth category, which accounts for 34.1%.

There were 12 students in the high growth category, which accounts for 29.3%. More specifically, of last year's students who did not pass, 28.2% attained the high growth meaning they gained ground on their peers and achieved more than one year's growth.

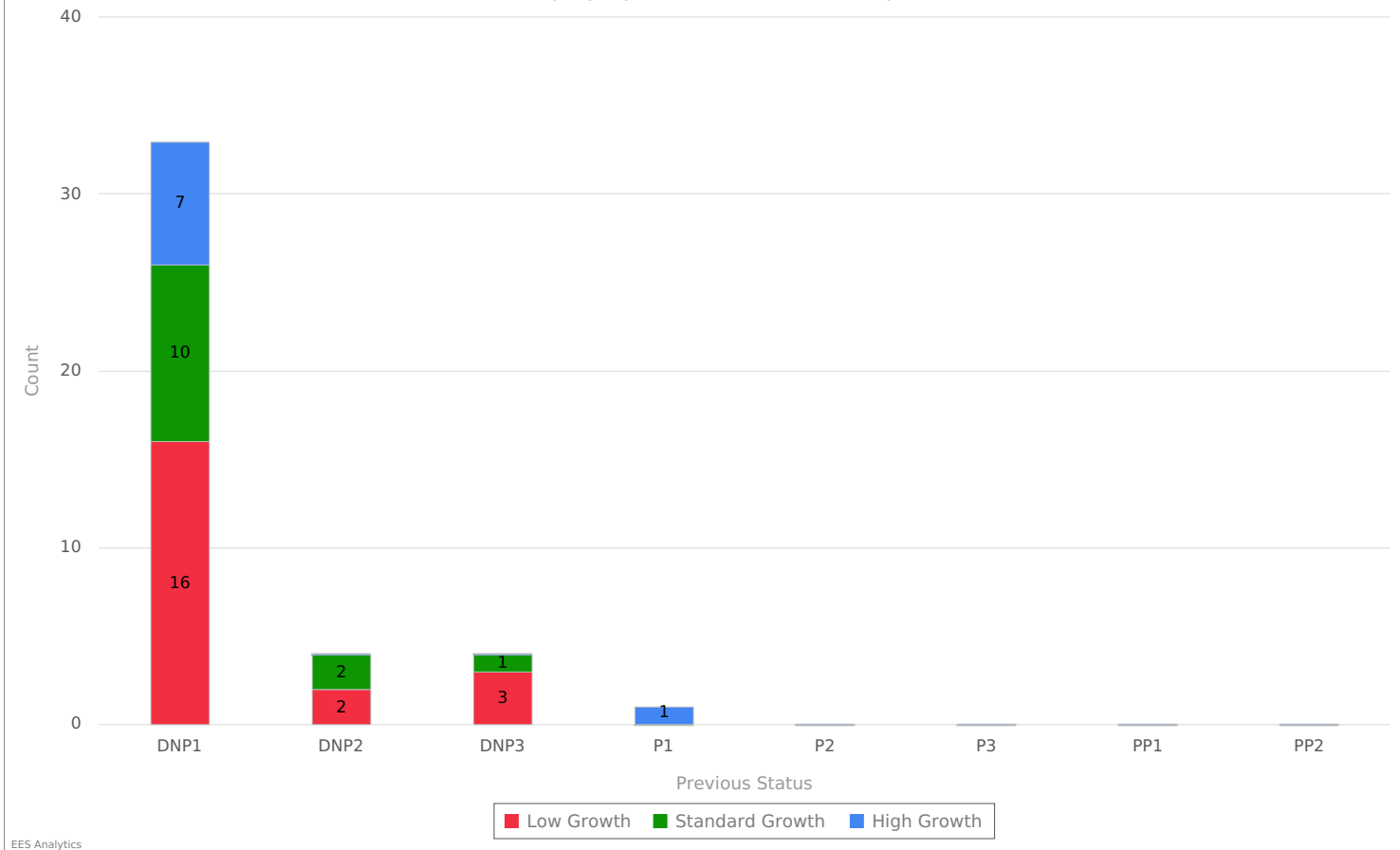
Those students nearest the cut scores (DNP3 and P1) had 25.0% in low growth and 50.0% in high growth. The net growth value (number of high growth students minus low growth students) was -5.

There were **14 students**, 34.1% of the total students, who received **0 points** on the growth accountability measure. Every student receiving a zero substantially impacts your growth calculation and demonstrates that these students are not progressing academically.

- The students furthest behind grade level proficiency (DNP1) only had 25.9% in the high growth category. This indicates not enough students in this category are surpassing a year of growth, which would be needed if they are going to catch their peers.

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2019 MATH Growth Category by Academic Peer Groups from Previous Year (SPED)



There were 21 students in the low growth category, which accounts for 50.0%. More specifically, of the students who did not pass the previous year, 51.2% fell into the low growth category meaning they fell even further behind their peers by achieving less than one year of growth.

There were 13 students in the standard growth category, which accounts for 31.0%.

There were 8 students in the high growth category, which accounts for 19.0%. More specifically, of last year's students who did not pass, 17.1% attained the high growth meaning they gained ground on their peers and achieved more than one year's growth.

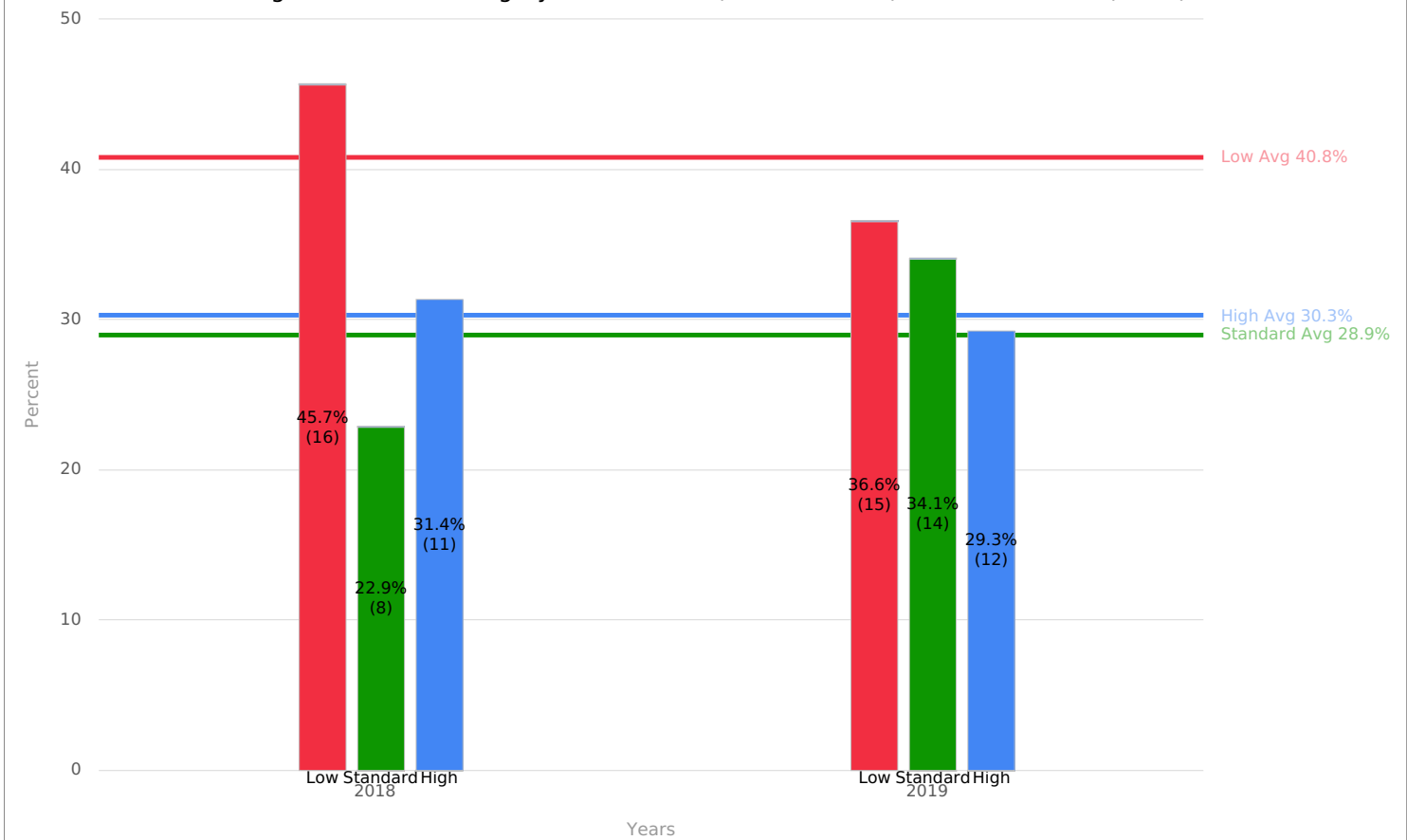
Those students nearest the cut scores (DNP3 and P1) had 60.0% in low growth and 20.0% in high growth. The net growth value (number of high growth students minus low growth students) was -20.

There were **21 students**, 50.0% of the total students, who received **0 points** on the growth accountability measure. Every student receiving a zero substantially impacts your growth calculation and demonstrates that these students are not progressing academically.

- The students furthest behind grade level proficiency (DNP1) only had 21.2% in the high growth category. This indicates not enough students in this category are surpassing a year of growth, which would be needed if they are going to catch their peers.

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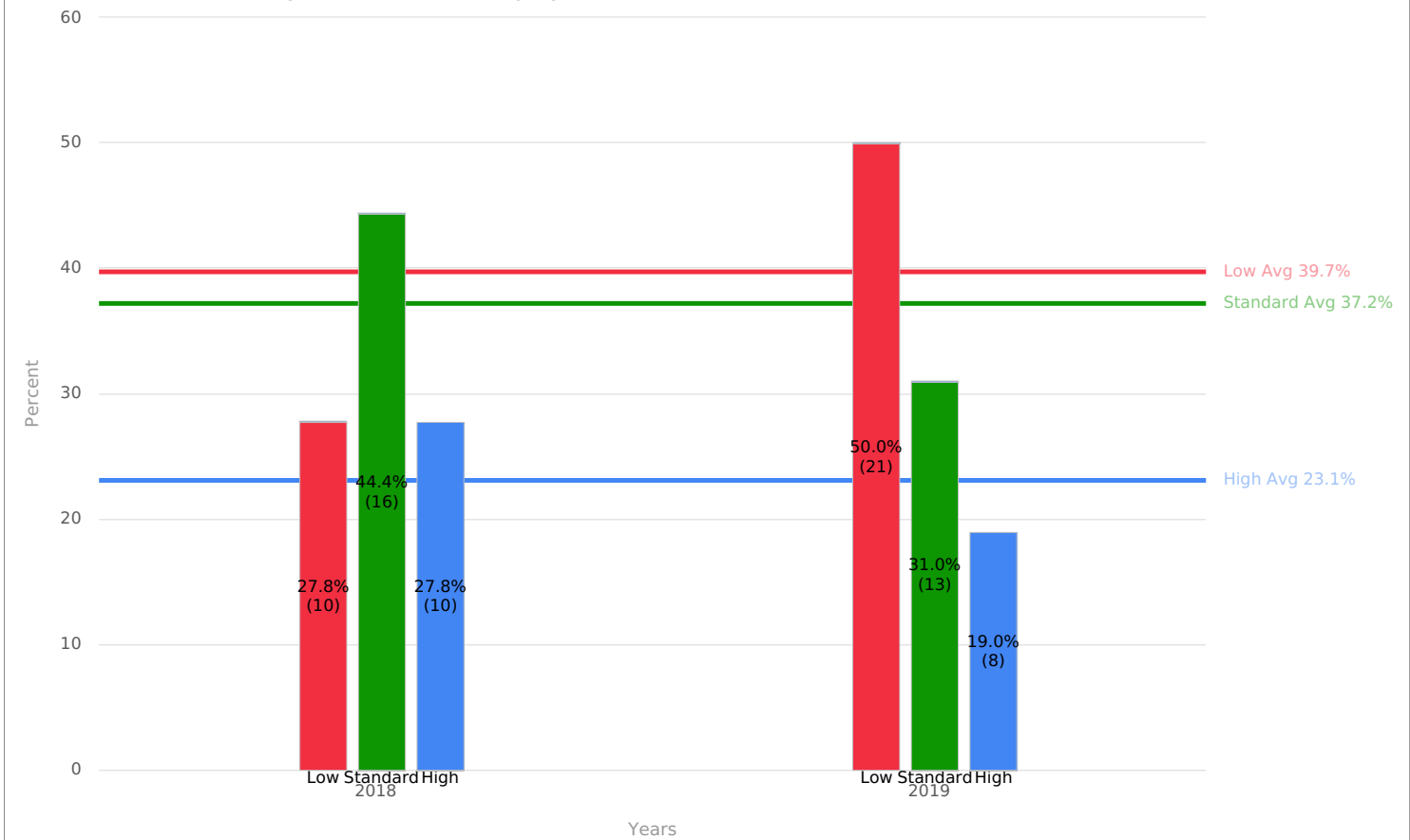
ELA Percentages of Growth Category Distributions (2-Year Trends) for 2018 & 2019 (SPED)



The average percentage of low growth students for the last 2 years has been 40.8%. In the last year, the percentage of students in low growth has decreased by 9.1 percentage points. The average percentage of standard growth students for the last 2 years has been 28.9%. The average percentage of high growth students for the last 2 years has been 30.3%. In the last year, the percentage of students in high growth has decreased by 2.2 percentage points.

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MATH Percentages of Growth Category Distributions (2-Year Trends) for 2018 & 2019 (SPED)



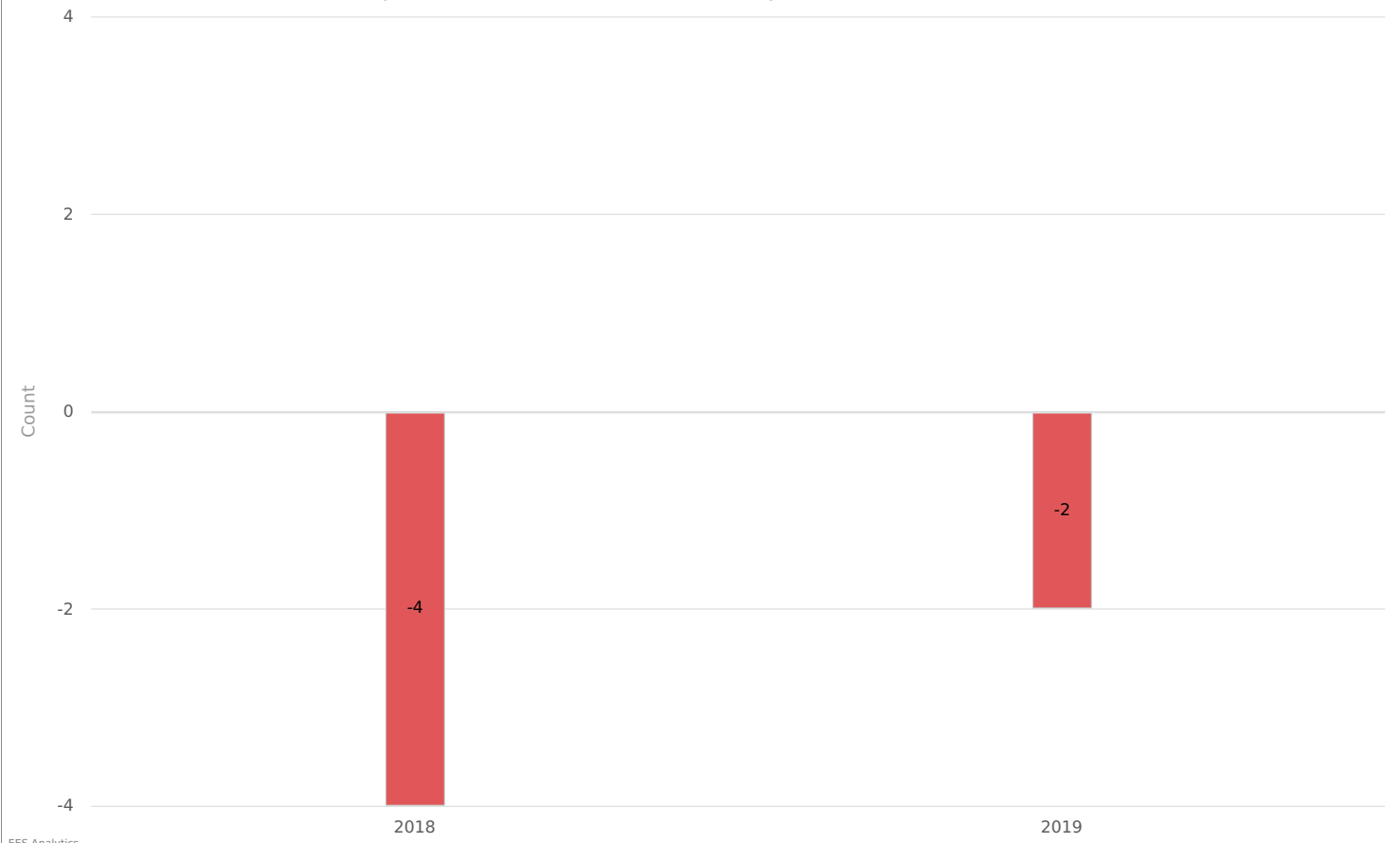
The average percentage of low growth students for the last 2 years has been 39.7%. In the last year, the percentage of students in low growth has increased by 22.2 percentage points. The average percentage of standard growth students for the last 2 years has been 37.2%. The average percentage of high growth students for the last 2 years has been 23.1%. In the last year, the percentage of students in high growth has decreased by 8.7 percentage points.

- An even distribution between the three growth categories would result in 33.3% of students falling in the low growth category. However, you have 50.0% of students demonstrating low growth on the most recent year (16.7% higher than an even distribution) not meeting one year of growth.

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ELA Proficiency net value Growth Accountability (2-Year Trends) for 2018 & 2019 (SPED)

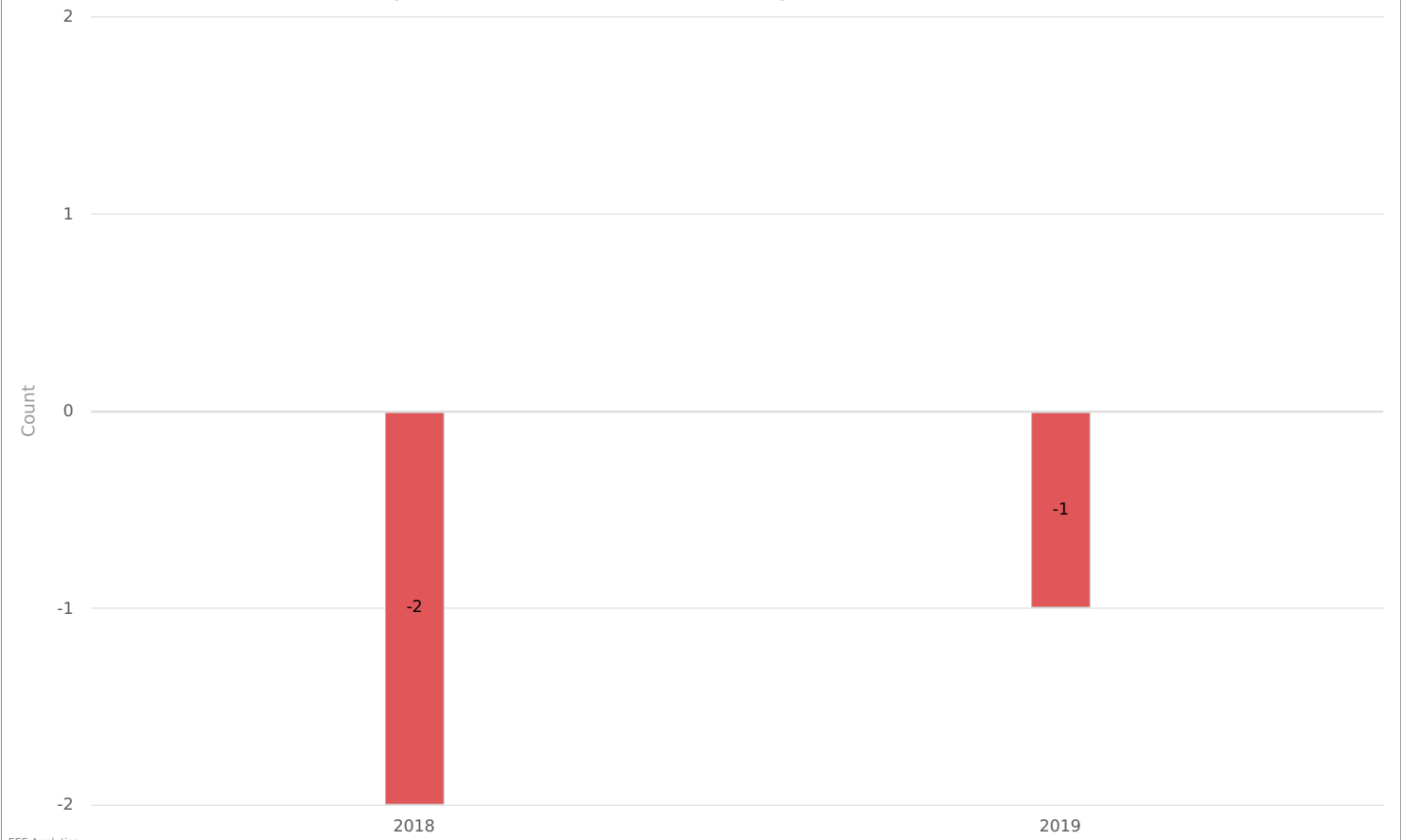


Net Proficiency Value by taking the students that previously failed and now passed minus the students that previously passed and now failed.

Year	Previously Failing	Now Passing	Previously Passing	Now Failing	Net Proficiency Value
2018	1		5		-4
2019	0		2		-2

Francis W Parker School 56

MATH Proficiency net value Growth Accountability (2-Year Trends) for 2018 & 2019 (SPED)



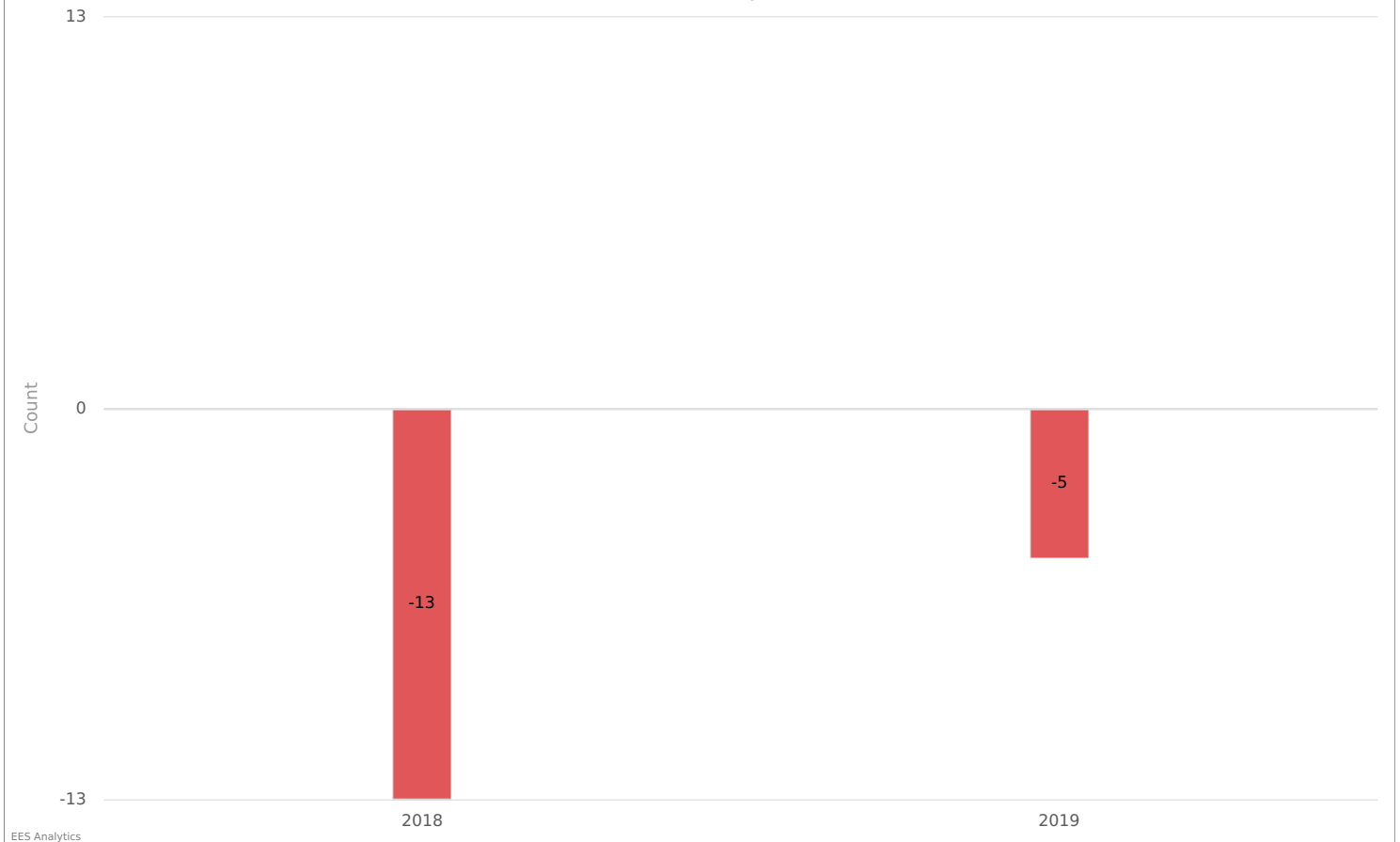
Net Proficiency Value by taking the students that previously failed and now passed minus the students that previously passed and now failed.

Year	Previously Failing	Now Passing	Previously Passing	Now Failing	Net Proficiency Value
2018	0		2		-2
2019	0		1		-1

Francis W Parker School 56



ELA Growth net value Growth Accountability (2-Year Trends) for 2018 & 2019 (SPED)

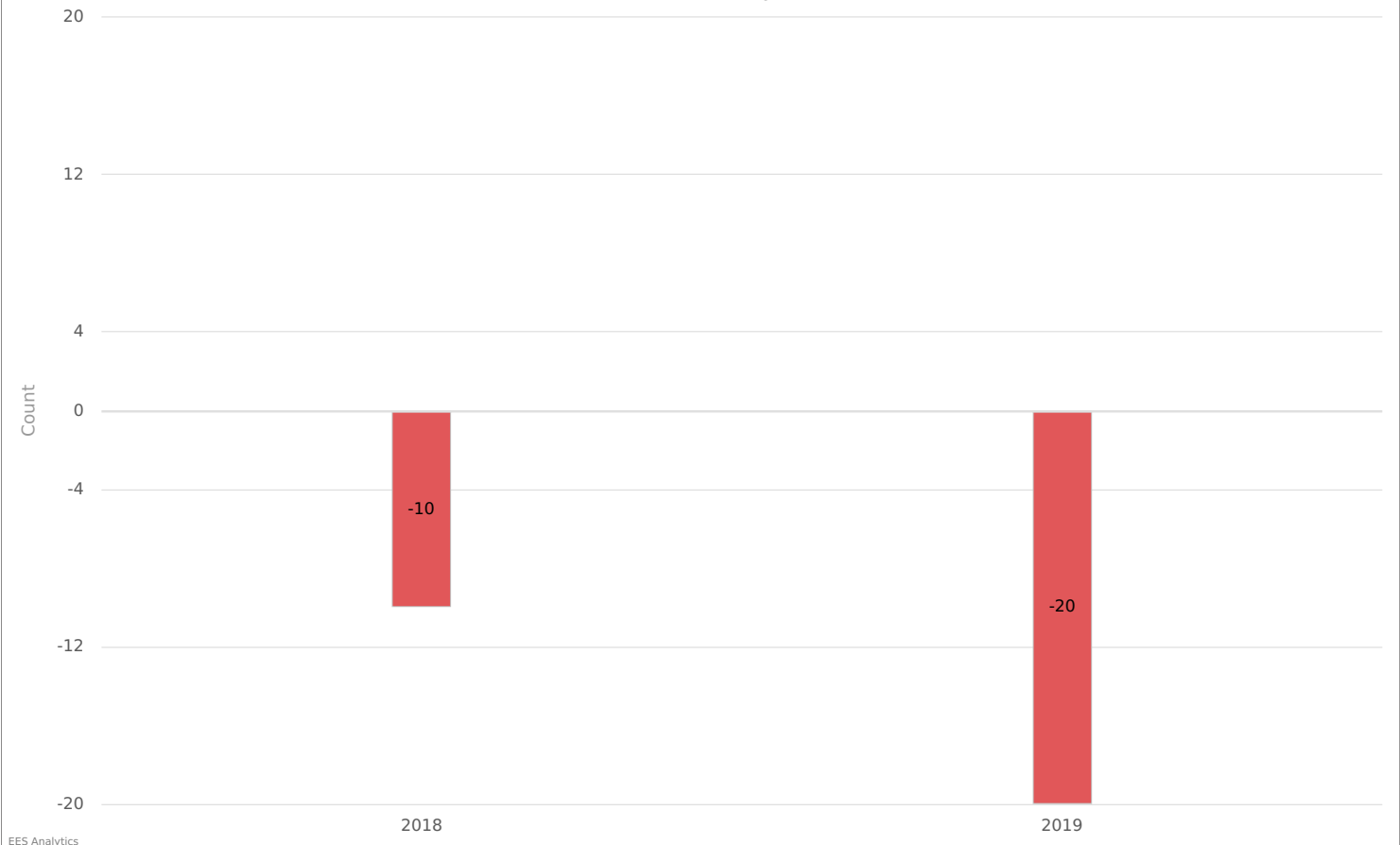


Net Growth Value is calculated by taking the students that were greater than or equal to 50% growth minus the students that were below 50% growth.

Year	50th Percentile or Above	Below 50th Percentile	Net Growth Value
2018	11	24	-13 Net Growth Value
2019	18	23	-5 Net Growth Value

Francis W Parker School 56

MATH Growth net value Growth Accountability (2-Year Trends) for 2018 & 2019 (SPED)

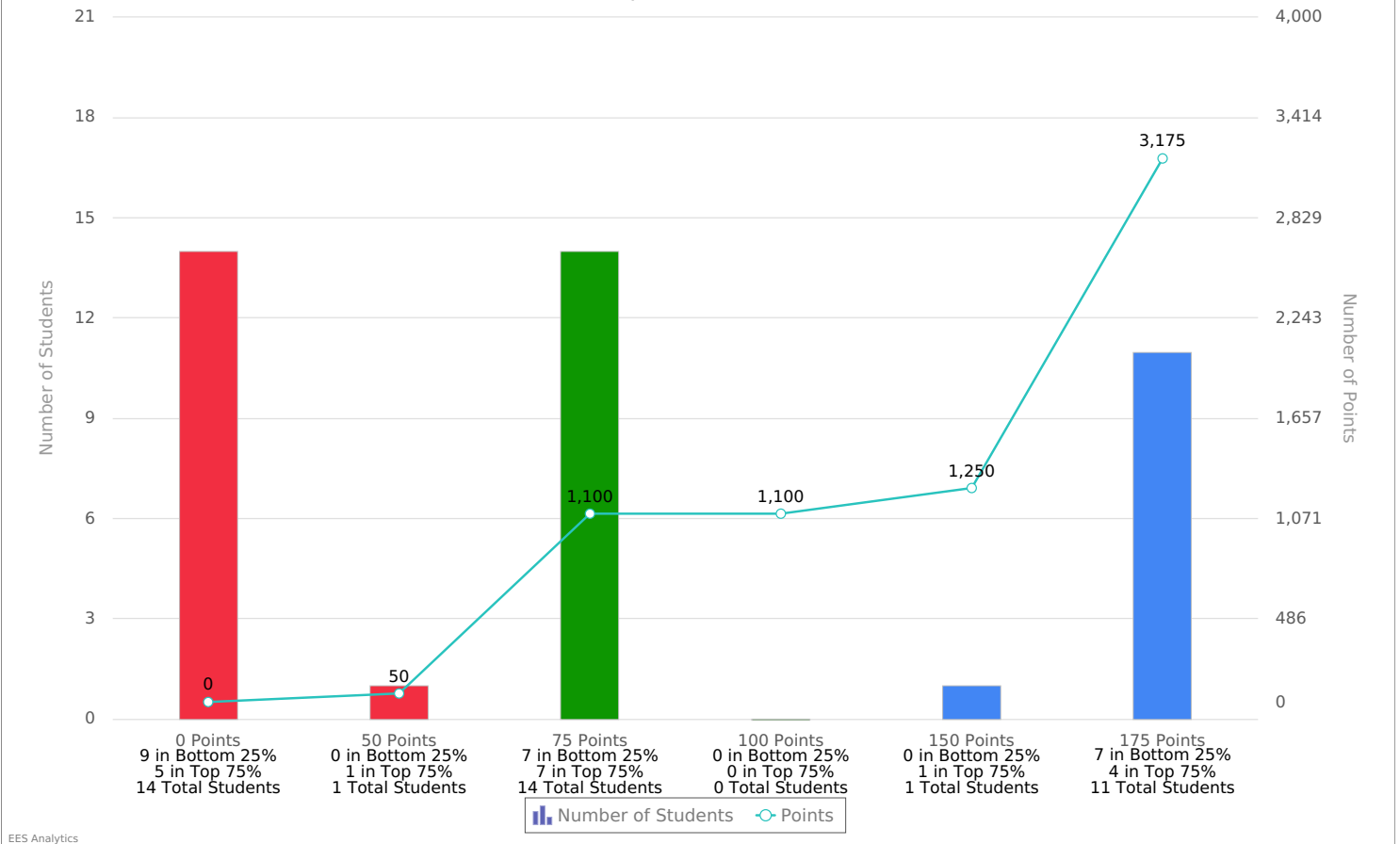


Net Growth Value is calculated by taking the students that were greater than or equal to 50% growth minus the students that were below 50% growth.

Year	50th Percentile or Above	Below 50th Percentile	Net Growth Value
2018	13	23	-10 Net Growth Value
2019	11	31	-20 Net Growth Value

Francis W Parker School 56

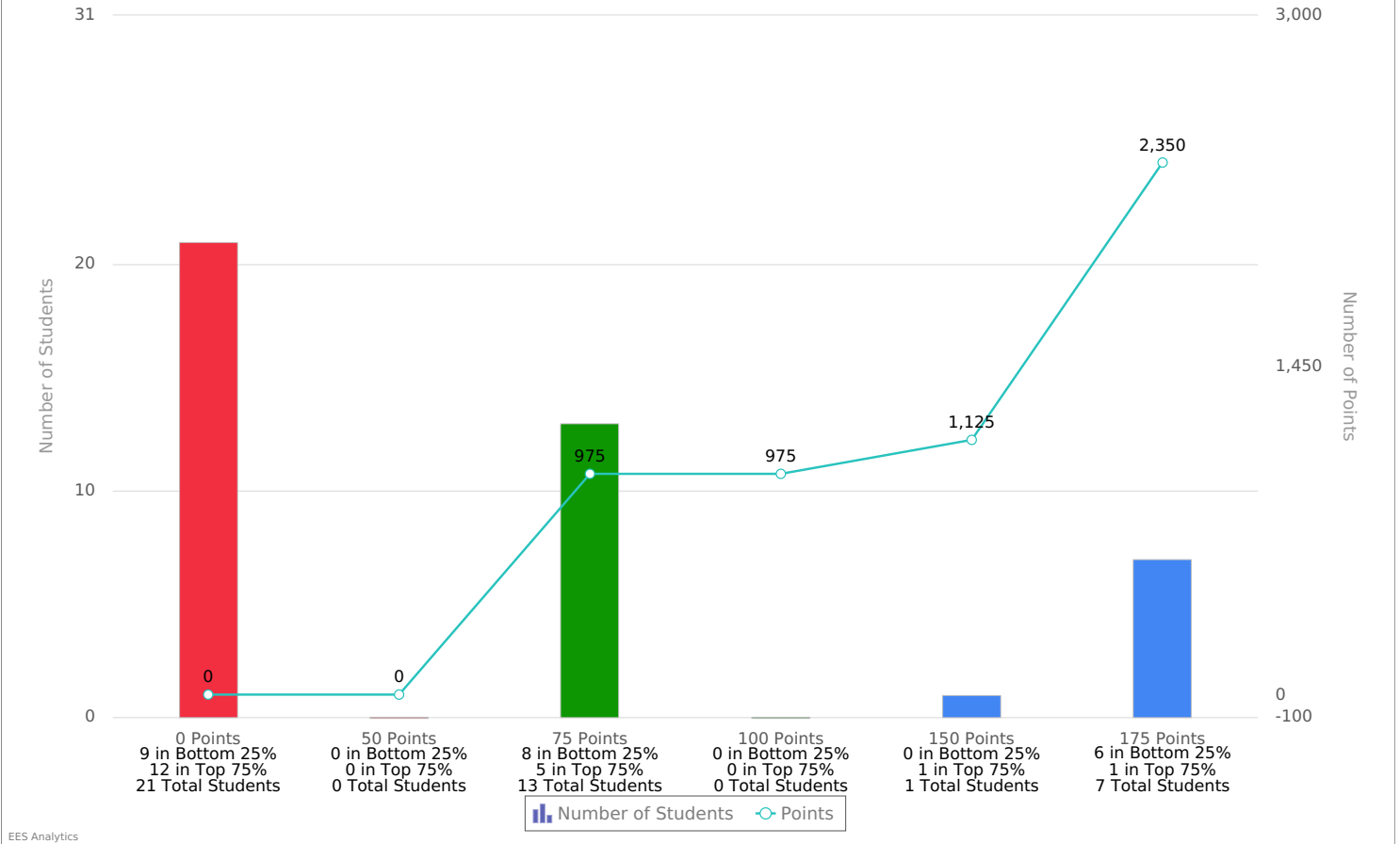
ELA Growth points (SPED) in 2019



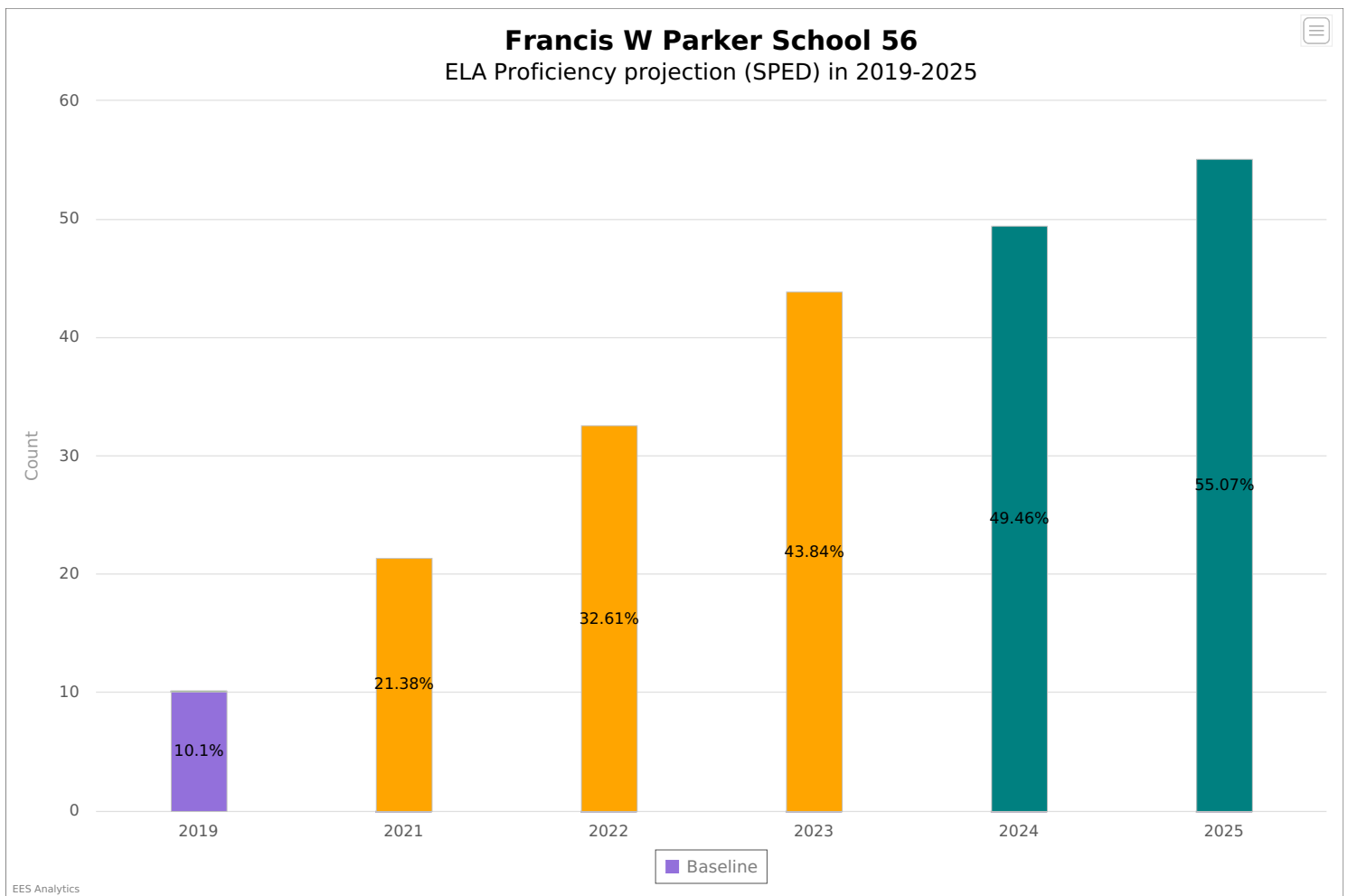
You received a total of **1,750 growth points** from your bottom 25% student group. That is a mean of **76.09 growth points** for the bottom 25% student group. You received a total of **1,425 growth points** from your top 75% student group. That is a mean of **79.17 growth points** for the top 75% student group. Overall, you received a growth score of **77.63 growth points per student**.

Francis W Parker School 56

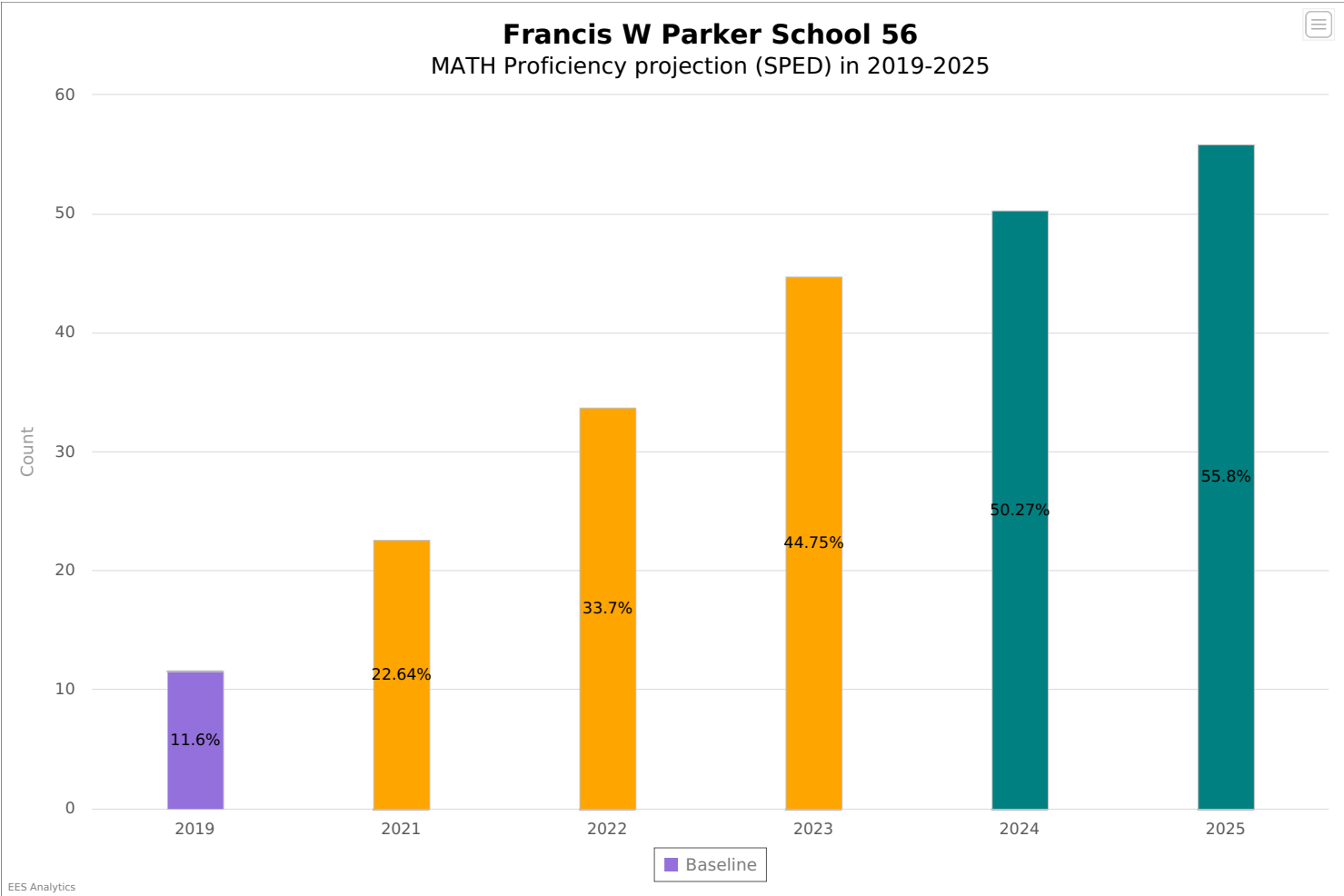
MATH Growth points (SPED) in 2019



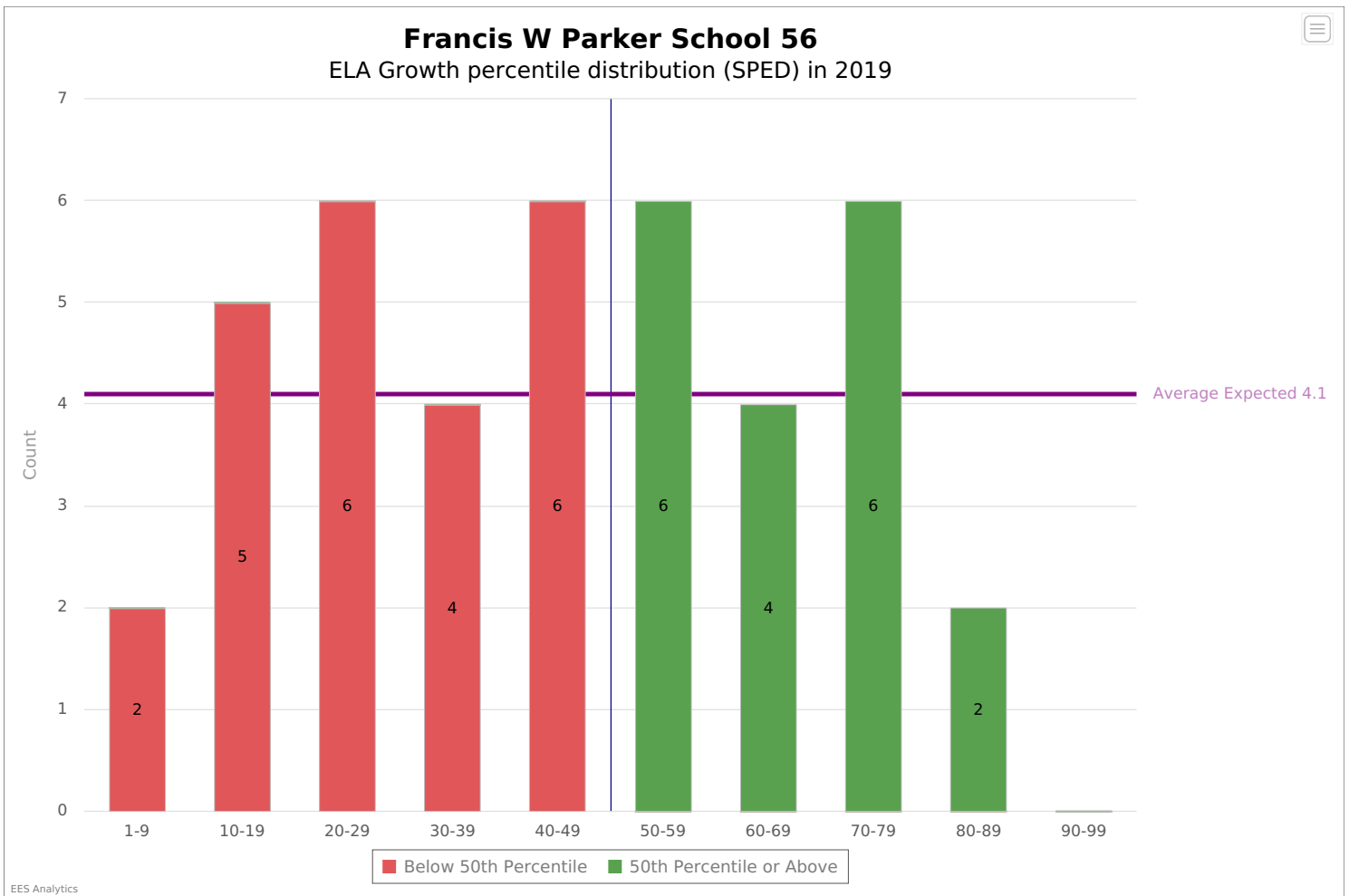
You received a total of **1,650 growth points** from your bottom 25% student group. That is a mean of **71.74 growth points** for the bottom 25% student group. You received a total of **700 growth points** from your top 75% student group. That is a mean of **36.84 growth points** for the top 75% student group. Overall, you received a growth score of **54.29 growth points per student**.



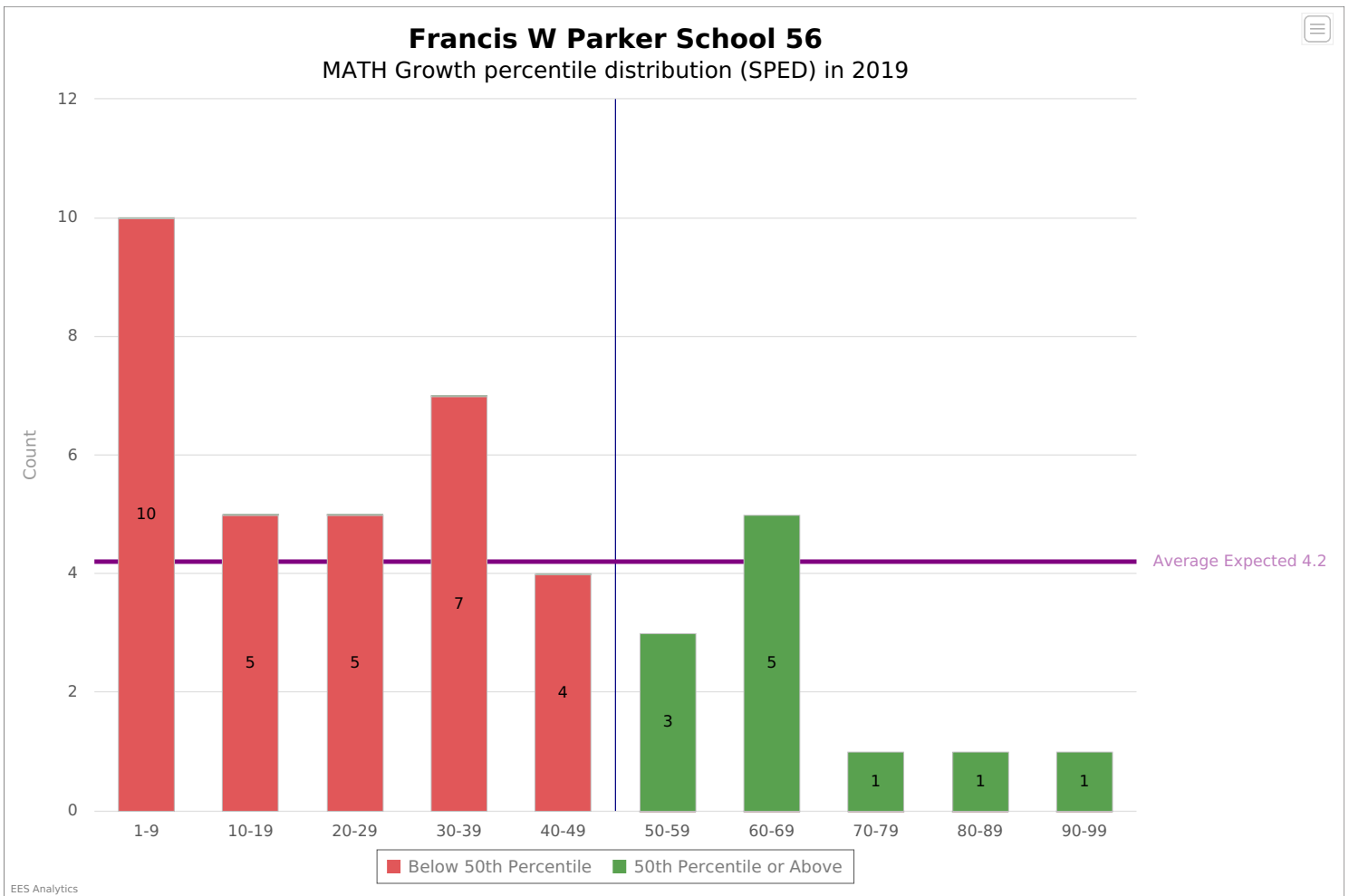
As of 2019, 10.1% of the students passed the ELA state standardized test. The goal under the Indiana ESSA plan is to reduce the number of students not passing by half over a five-year period. To make progress towards this goal by 2022, your pass rate would have to increase by 33.7%. Ultimately, to meet this ambitious goal, it would require an overall 44.9% increase in students passing by 2024. (There was no testing done in 2020)



As of 2019, 11.6% of the students passed the MATH state standardized test. The goal under the Indiana ESSA plan is to reduce the number of students not passing by half over a five-year period. To make progress towards this goal by 2022, your pass rate would have to increase by 33.2%. Ultimately, to meet this ambitious goal, it would require an overall 44.2% increase in students passing by 2024. (There was no testing done in 2020)



The mean growth percentile of this group is 43.9% and the standard deviation is 23.3. In 2019, there was 56.1% of students that did not meet the 50th percentile of growth, meaning they failed to make 1-year of growth compared to their peers. Throughout the state, 50% of the students would meet that designation, however your student performance demonstrated 6.1% more.



The mean growth percentile of this group is 33.5% and the standard deviation is 24.2. In 2019, there was 73.8% of students that did not meet the 50th percentile of growth, meaning they failed to make 1-year of growth compared to their peers. Throughout the state, 50% of the students would meet that designation, however your student performance demonstrated 23.8% more.

- There was a high percentage of students in the bottom three percentile ranges, 47.6% (total of 1-9, 10-19, and 20-29). It was expected to be around 40% but your student performance had 7.6% more than expected in these lowest performance ranges.

Appendix C: Vision of Excellence

Vision of Excellence

Francis W. Parker Montessori School's purpose is to establish a climate and culture that inspires students to embrace scholarship and stewardship through relevant experiences and relationships grounded in love and safety. We are cognizant of students' varied cultural backgrounds and life experiences and cultivate an environment that is inclusive, responsive, and empathetic to their individual needs. By educating the whole child through a standards-aligned curriculum, intellectual exploration, and the development of social and emotional skills, students acquire the requisite capabilities to overcome adversity rooted in racial and socioeconomic disparity. Students possess the mindset that learning is ongoing and without struggle, there is no growth. The result is an understanding that each individual has a collective responsibility to advance society in a positive direction by inspiring and initiating change.

Our staff aspires to build resilient, lifelong learners who possess the necessary skills to inspire and innovate by thinking deeply and independently. Our students recognize that strength and motivation reside within and that respect for oneself, peers, and community are integral for the welfare of all. Instruction to provide insight and bolster social competency, emotional regulation, and higher-order cognition is grounded in research and applied with fidelity. Students are provided with the safety needed to take risks and fail forward, supported in their acquisition of new knowledge and mindsets, and are provided opportunities to highlight their strengths and shine as leaders. These intentional learning experiences generate a love of learning, a yearning for continual growth, and a desire to contribute to the world around them.

At Francis W. Parker Montessori School, we align ourselves as educational allies to ensure each student is held to high expectations with unwavering and comprehensive support provided. We approach students with compassion and recognize relationships are the foundation of what we do. It is essential for students to feel accepted, understood, and heard as collaborators in their education. A holistic approach that fosters all facets of development is incorporated with the recognition that practice and patience create a culture conducive to change. Furthermore, we commit to curating highly effective, relevant curriculum and instruction reflective of students' interests and needs. Opportunities for students to exercise choice, develop individual, aspirational learning targets, and receive constructive feedback are woven into the collaborative approach to learning. Data is analyzed routinely and systematically to provide individualized instruction and identify the need for remediation.

Francis W. Parker Montessori School acknowledges the need for collaborative partnerships with organizations, businesses, and leaders in the community. These partnerships provide us with invaluable insight regarding the dispositions and competencies most sought after by employers, in addition to vital career readiness experiences through mentoring, apprenticeships, and internships necessary for college and career preparedness. These interactive platforms facilitate the development of communication, collaboration, and problem-solving skills necessary to overcome the racial and socioeconomic barriers to eliminate inequities.

Schoolwide programs and initiatives bolster our efforts to nurture the development of the whole child. At Francis W. Parker Montessori School, we recognize that while knowledge is an integral component of any educational program and essential for future success, social-emotional skills are necessary for our students to be adequately prepared for ongoing learning. The ability to communicate effectively, work collaboratively, and think critically and innovatively are essential for today's fast-paced, technological, global workplace. In order to adequately prepare students, explicit instruction to develop effective communication abilities, adaptive social skills, emotional regulation, and critical thinking must be provided.

Upon our students' departure from Francis W. Parker Montessori School, our expectation is that they seek greatness and pursue excellence in order to reach their full potential. Through intention, tenacity, and partnership, our goal is for every student to embrace the future with confidence and determination as a result of the relationships built and experiences provided. Students advance with the mindsets, knowledge, and skills to successfully navigate all future educational endeavors and attain all aspirations.

Appendix D: Core Element

Describe the school's core elements to identify opportunities to address focus areas

Note: In the tables below, the SIP development team will describe many of the school's core elements, such as curriculum and assessment. After describing each core element, the SIP development team is encouraged to reflect on the extent to which the school's approach to this core element will help it address a key finding or contributing factor from one or more of its focus areas. It is possible that a core element may not be applicable to each focus area. In these cases, the SIP development team is encouraged to write "not applicable" in the cell, but only after careful reflection.

Description of Core Element 1: Curriculum

1. Provide an overview of the school's curriculum, including, but not limited to:
 - A description of the school's curriculum review and adoption process;
 - A description of the school's curriculum for Tier I instruction as well as a brief rationale for using these curricular resources;
 - A description of the school's curriculum academic interventions as well as a brief rationale for using these curricular resources; and
 - A description of the culturally responsive curricular materials, if any, that the school is using to ensure all students' cultural differences are recognized and appreciated.

Note: Please ensure there is a copy of the curriculum available for inspection by members of the public as required by 511 Indiana Administrative Code 6.2-3.

The core curricula at Parker Montessori School 56 is grounded in the Montessori curriculum in alignment with district pacing guides. Engaging and rigorous lessons drive instruction through the provision of content supportive of Indiana Academic Standards. Beginning with "The Creation of the Universe", the Montessori curriculum incites curiosity and harnesses interest through scientific demonstrations and impressionistic charts. From the inception of the universe, lessons become more specific to Earth and its place in the universe. Geography is thus fully integrated with the physical sciences. In fact, as the children learn about the Earth and its place in the universe, they form an intellectual framework for all their studies. From the nonliving world to the succession of life forms, to human beings and the development of their unique abilities, children study all the cultural subjects in relation to one another.

Most children begin building literacy skills in the lower elementary classroom, and while some students continue to develop foundational literacy skills in upper elementary, most students progress toward being active consumers of literature to gain insight and knowledge during those years. An abundance of literature, including fiction and nonfiction, is available in classrooms to support students in becoming proficient readers. Adults and children read orally and silently throughout the day, and the children develop a love of reading. The study of grammar in the Montessori classroom is unique in that symbolic representation is implemented to support the instruction of the parts of speech. Students are introduced to the function of words in the lower elementary classroom with upper elementary children studying the parts of speech in more detail. Each part of speech has a distinctive, colorful symbol, and students analyze different styles of writing using these symbols.

Children progress through the mathematics curriculum via a three-tiered process of exploration. The first tier consists of the numbers to ten, place value, and the four operations. The second tier is dedicated to the memorization of math facts. The third tier is where the children study hierarchy. Students usually start with numbers from units to millions. As they move through the curriculum, children learn that the concept of numbers is infinite. The children are free to move amongst the tiers while exploring different concepts. The lower elementary children practice using materials representing whole numbers, fractions, and decimals, and through repeated experiences with these materials, they realize standard algorithms or concepts independently. Our Montessori curriculum places great emphasis on the study of geometry, and all the math materials have a geometric aspect. Children in the lower elementary classrooms study lines, angles, and plane figures, as well as linear and cubic measurement. In the upper elementary the children use boxes of cubes and prisms, which they previously manipulated in the primary classroom, to cube a binomial or trinomial. Through these studies, the students are once again able to discover abstract concepts of algebra, using materials that once were a part of their sensorial experiences only.

The aforementioned Tier 1 curriculum is supplemented by Lexia Core 5 Reading and Dreambox Math. Core5 Reading provides an adaptive and individualized learning experience that enables students of all abilities to advance their reading skills in the areas of phonological awareness, phonics, structural analysis, fluency, vocabulary, and comprehension. Dreambox Math strategically increases the learning pace of struggling students, advanced students, and on-level students. The program was chosen for its continuous support of conceptual understanding, fluency, reasoning, and problem-solving skills. Also this year our school will be using the district adopted HMH Into Reading Program across grade levels k-8. The HMH program will help us successfully integrate social-emotional learning, culturally relevant practices, and all of our cultural subject areas into our language arts curriculum.

Several programs are utilized to further support the development of academic capacities of our students through tier II instruction and intervention. The development of literacy skills is supported through Houghton-Mifflin Harcourt (HMH) Reading Series, Words Their Way, ReadWorks, and Lexia Core5 Reading. The core math curriculum is supported through the use of Dreambox. Additional efforts have been made to incorporate culturally relevant materials to ensure an inclusive curriculum. Supplemental curricular resources include SPIRE, Orton-Gillingham, Waggle, iREAD, and Read Naturally. In grades 6-8, students are also provided curricula conducive to college and career readiness through the implementation of Project Lead the Way courses.

Gap Analysis: Curriculum

How will the school's curricular resources also help the school address its focus areas?	In what ways do the school's curricular resources <i>not</i> help the school address its focus areas?
<p>For Focus Area 1: Proficiency Teachers recognize the identification of critical standards for ELA and math has assisted in the delivery of a guaranteed and viable curriculum, as well as the need to further align the Montessori curriculum with IAS.</p>	<p>For Focus Area 1: Current curriculum maps are in the initial phase of development with the creation of long-term connections to learning, incorporation of relevant and rigorous learning resources and activities, and a process to ensure vertical alignment not present. In addition, current maps have not incorporated computer-science, SEL, or employability skill standards.</p>
<p>For Focus Area 2: Growth The ongoing process of reflection and refinement regarding the efficacy of curriculum in students attaining mastery of standards during PLCs supports remediation and enrichment.</p>	<p>For Focus Area 2: Interventions and curricular resources used to address deficits in learning are not included in current maps.</p>
<p>For Focus Area 3: SEL Current SEL initiatives support the development of social-emotional learning competencies and will facilitate the process of incorporation of SEL instruction into curriculum maps.</p>	<p>For Focus Area 3: SEL indicators have not been incorporated into current curriculum maps.</p>
<p>For Focus Area 4: Low Performing Student Groups The analysis of performance data indicative of student acquisition of the skills and knowledge related to the critical standards can guide ongoing effort to further disaggregate data by subgroups.</p>	<p>For Focus Area 4: A need exists to incorporate culturally relevant resources in the curriculum.</p>

Description of Core Element 2: Instructional Program

1. What strategies will teachers and staff use to promote authentic versus compliant [student engagement](#)?
2. How will teachers and staff bridge cultural differences through effective communication?
3. What strategies will teachers and staff use to provide all students with opportunities to learn at [all Depth of Knowledge levels](#)?
4. What strategies will teachers and staff use to monitor and adjust instruction during individual lessons?
5. What strategies and systems will the school put in place to ensure teachers vary their instructional strategies?
6. How will teachers and staff vary their instructional strategies to accommodate diverse learning styles and language proficiency?

Parker Montessori School 56 recognizes the need to incorporate high-yield instructional routines to propel student growth through active engagement, inquiry, and reflection responsive to students' individual needs and interests. By creating a culture of learning, students are presented rigorous activities by teachers who possess a robust repertoire of instructional techniques that create meaningful, enduring educational experiences. Data-driven decision making will continue and expand to identify students' specific needs in the acquisition of mastery of the Montessori curriculum and IAS.

Professional learning will continue to target the understanding and effective implementation of strategies that render results. Focus on maintaining high expectations, creating opportunities for collaboration and inquiry, and developing student self-efficacy will ensure students are active participants in their education, inciting the intrinsic motivation that results in a lifelong love of learning.

The staff will continue to expand their use of targeted data reflective of students' progression towards mastery. The expansion of the use of formative assessment data to drive instructional decision making and conversations pertaining to instruction during PLCs will support teachers' during initial implementation and through the curriculum development process. Furthermore, routine walkthroughs and observations will create a supportive culture where teachers and administrators build capacities shoulder to shoulder.

Gap Analysis: Instruction Program

For Focus Area 1: Proficiency Opportunities exist for teachers to collaborate over high-effect instructional strategies during PLCs.	For Focus Area 1: The identification of a schoolwide approach to instruction would increase consistency among classrooms.
For Focus Area 2: Growth Teachers currently reflect on assessment data to drive intervention efforts through PLC and MTSS conversations.	For Focus Area 2: Many learning activities do not provide adequate rigor reflective of the level possessed by IAS.
For Focus Area 3: SEL SEL instruction is provided through the SEL coaches.	For Focus Area 3: Explicit instruction of SEL competencies and employability skills is lacking.
For Focus Area 4: Low Performing Student Groups Teachers analyze multiple data points during PLCs to identify gaps in learning and guide interventions.	For Focus Area 4: Opportunities exist for teachers to increase efficacy of scaffolding and differentiation by embedding instructional strategies in curriculum maps exist.

Description of Core Element 3: Assessment

1. Provide an overview of the assessments that will be used in the school in addition to the statewide testing system, including, but not limited to:
 - A description of the school's interim assessments, including the frequency with which they will be administered;
 - A brief rationale for using these interim assessments;
 - A description of how teachers and staff will be provided ongoing professional development to support their use of student data from these interim assessments to inform instruction;
 - A description of the school's expectations for daily and/or weekly formative assessments (e.g., exit tickets); and
 - A description of how teachers and staff will be provided ongoing professional development to support their use of daily and/or weekly formative assessments to inform instruction.

A variety of assessments are used to determine student progress towards the acquisition of grade level content and skills. A complete list of assessments, along with the rationale for use, can be found on page 8 of the SIP document.

NWEA is utilized as both a benchmark for student skill level and as the interim assessment for Parker Montessori School 56. NWEA is administered during pivotal periods of the school year and is used in a triangulation of data that identifies student skill/knowledge gaps and need for remediation or enrichment. Continued professional learning will be provided on NWEA as the need arises.

One of the key components of curriculum development in which teachers have engaged during PLCs is the creation, use, and refinement of common formative assessments (CFAs). CFAs have been collaboratively developed to identify student progression towards mastery of prioritized standards. Teachers utilize the information from CFAs during collegial conversations focused on student achievement and the need for individualized support. Furthermore, results from assessments are discussed with students during individual data conferences. Continuous professional learning has focused on the development of questions on a CFA, including the incorporation of multiple levels of DOK.

Gap Analysis: Assessment	
How will the school's assessment plan also help the school address its focus areas?	In what ways does the school's assessment plan <i>not</i> help the school address its focus areas?
For Focus Area 1: Proficiency Several sources of assessment data are available to identify gaps in understanding and inform intervention.	For Focus Area 1 & 2: Proficiency & Growth CFAs do not consistently assess student mastery reflective of the level of rigor present in standards.
For Focus Area 2: Growth Teachers utilize PLC time and participate in MTSS meetings to analyze student achievement data to develop actionable plans for supporting students.	
For Focus Area 3: SEL Parker Montessori recognizes the need to assess and progress monitor SEL and are exploring tools to facilitate this process.	For Focus Area 3: Pairing data from SEL initiatives and assessment platforms could provide a more holistic picture of student success and growth, allowing for more specific support to be put in place.
For Focus Area 4: Low Performing Student Subgroups Powerschool can be utilized to assist in tracking subgroup data.	For Focus Area 4: Continued support in analyzing data to identify discrepancies between subgroups would better inform intervention efforts.

Description of Core Element 4: Coordination of Technology Initiatives
1. How will the school coordinate its technology initiatives, in service of improving student academic outcomes?
As of the current school year, we are 1:1 with students pk-grade 2 having access to iPads and students grades 3-8 receiving Chromebooks. The district has also provided MiFi devices so that all students have access at home. Instruction is supported through the use of several digital learning platforms including HMH, Lexia Core5 Reading, Dreambox, SPIRE, Waggle, and iREAD. Due to the pandemic, students are participating virtually through a mixture of synchronous and asynchronous learning opportunities.

Gap Analysis: Coordination of Technology Initiatives	
How will the school's technology plan also help the school address its focus areas?	In what ways does the school's technology plan <i>not</i> help the school address its focus areas?
For Focus Area 1: Proficiency All teachers and students have access to technology that they can use in order to engage in innovative curriculum and instructional techniques.	For Focus Area 1: Teachers noted that the use of technological programs does not always support Montessori principles.
For Focus Area 2: Growth Staff recognizes that devices create opportunities to differentiate instruction and provide remedial and enrichment opportunities.	For Focus Area 2: Additional support on how to strategically implement these initiatives to boost student learning in the classroom is needed.
For Focus Area 3: SEL Devices are available to support SEL.	For Focus Area 3: Additional support in how to incorporate SEL competencies into virtual learning would be beneficial in the 2020-2021 school year.
For Focus Area 4: Low Performing Student Subgroups Supports have been put into place to facilitate online learning for all students.	For Focus Area 4: Teachers recognize a need for continued support and resources as they continue to teach online.

Description of Core Element 5: Career Awareness and Development	
<ol style="list-style-type: none"> 1. Provide details on what career awareness activities are provided for students. 2. How is the school including the Indiana Employability Skill Standards into instructional practice? 	
<p>The SEL Second Step program is supportive of the development of college and career readiness skills. Career awareness activities are provided in individual classrooms as a part of a unit of study or career focused clubs with employability skills informally taught through lessons or through student to student or student to staff interactions. As we continue to develop curriculum, a more targeted approach in how to incorporate these skills will be established. Additionally, professional development opportunities will be available to provide teachers with the necessary support to incorporate employability skills within daily instruction.</p>	
Gap Analysis: Career Awareness and Development	
How will the school's career awareness and development efforts also help the school address its focus areas?	In what ways does the school's career awareness and development efforts <i>not</i> help the school address its focus areas?
For Focus Area 1 & 2: Proficiency & Growth Career awareness and opportunities to develop employability skills are provided informally in lessons and through Second Step and SEL coaches.	For Focus Area 1 & 2: Proficiency & Growth There is not an established system for strategically incorporating employability skills and career awareness in all grades.

For Focus Area 3 & 4: SEL & Low Performing Student Groups Second Step targets the development of social-emotional competencies with many mirroring employability skills connected to career awareness.	For Focus Area 3 & 4: SEL Second Step instruction is not explicitly outlined in the current curriculum maps or pacing guides.
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Description of Core Element 6: Safe Learning Environment	
<ol style="list-style-type: none"> 1. How will the school maintain a safe and disciplined learning environment for students and teachers? 2. How will the school ensure clear expectations are communicated to students? 3. How will the school create an environment in which there is genuine respect for students and a belief in their capability? 4. How will the school utilize a multi-pronged approach including early intervention and positive behavior support to create a safe learning environment? 	
<p>The school maintains a safe and disciplined learning environment by holding safety drills monthly, adhering to the district Code of Conduct, direct instruction regarding expectations and routines with ongoing reteaching, examining discipline data regularly, investigating bullying reports, teaching anti-bullying lessons, and teaching social and emotional lessons daily for students. Interventions are provided for students who present greater social-emotional and behavioral challenges by the school's social worker using the Skill Streaming curriculum. In addition, the school has a Race Equity Team to support the progressive incorporation and implementation of practices conducive to equitable learning environments. During the past school year, the staff participated in a book study over the book, <i>Culturally Responsive Teaching and the Brain</i> by Zaretta Hammond.</p>	
Gap Analysis: Safe Learning Environment	
How will the school's plan for fostering a safe learning environment also help the school address its focus areas?	In what ways does the school's plan for fostering a safe learning environment <i>not</i> help the school address its focus areas?
For Focus Area 1: Proficiency Parker Montessori prioritizes a safe and positive environment in which students feel comfortable and welcome.	For Focus Area 1: A system for continuous refinement of the established school wide behavior plan would ensure that it is meeting current needs.
For Focus Area 2: Growth Parker Montessori has a dedicated staff of reflective practitioners who seek information and feedback to provide students with a safe and supportive learning environment.	For Focus Area 2: Continued development and refinement of MTSS will allow behavioral resource teachers to better support the academic standards, thus improving growth.
For Focus Area 3 and 4: SEL and Low Performing Student Subgroups Staff strives to cultivate an environment of mutual respect and continuously works to develop meaningful relationships with all students.	For Focus Areas 3 and 4: By continuing to develop capacities related to trauma-sensitive and culturally responsive practices, teachers can further efforts in creating a safe learning environment for all students.

Description of Core Element 7: Cultural Competency

1. Provide an overview of the school's cultural competency strategies, including, but not limited to:
 - A description of the school's methods for improving the cultural competency of the school's teachers, administrators, staff, parents, and students;
 - A description of how teachers and staff will learn about students' cultures;
 - A description of how teachers and staff will utilize resources in the students' communities;
 - A description of the school's methods for increasing educational opportunities and educational performance for each student subgroup; and
 - A description of the areas in which additional professional development is necessary to increase cultural competency in the school's educational environment.

Through the root cause analysis, a need for cultural competency training was identified to ensure students of the Special Education subgroup are afforded equitable learning experiences and comprehensive support to effectively close any gaps in achievement. The staff has made efforts to transition to behavioral and disciplinary practices that are restorative to bolster student-teacher relationships and create a safe, nurturing learning environment. MTSS Team members disaggregate summative, interim, and formative assessment subgroup data to expose gaps in skills and instruction leading to disparities in performance, which will contribute to more informed identification of collective and individual student needs and the development of strategic intervention plans to propel student achievement. These efforts will continue with additional focus placed on the integration of behavioral policies and practices aligned with social-emotional learning. Initiatives targeting the development of social-emotional capacities, including the use of the Second Step curriculum and SEL teachers, will continue to be implemented by staff to elevate the acquisition of skills. As part of the collaborative thought process, the need for additional cultural competency training was highlighted including the impacts of poverty and trauma, staff mindset, trauma-responsive practices, secondary stress and trauma, and resiliency training. Culturally relevant materials are available in the school's media center. In response to the identification of the need for improved cultural competency, the staff will pursue culturally responsive materials reflective of and relevant to the diverse student population. The school will continue to provide a platform for families to feel heard through the parent organization.

Gap Analysis: Cultural Competency

How will the school's cultural competency plan also help the school address its focus areas?	In what ways does the school's cultural competency plan <i>not</i> help the school address its focus areas?
<p>For Focus Area 1: Proficiency There is a recognized need to incorporate texts and topics that are representative of the diverse student population at Parker Montessori.</p>	<p>For Focus Area 1: Increased engagement can be accomplished by incorporating additional culturally responsive materials.</p>
<p>For Focus Area 2: Growth Parker Montessori hosts several events throughout the year highlighting diversity and ensuring an inclusive learning environment.</p>	<p>For Focus Area 2: Analysis of the materials and curricular resources being used could result in a more varied and culturally diverse curriculum.</p>
<p>For Focus Areas 3 and 4: SEL and Low Performing Student Subgroups Cultivating a more positive environment where behavior and discipline policies are compassionate and differentiated based on student need has been a priority.</p>	<p>For Focus Areas 3 and 4: Aligning behavioral and disciplinary practices with SEL will ensure all staff are implementing restorative behavioral practices that do not negatively impact student-teacher relationships.</p>

Description of Core Element 8: Attendance

1. Provide an overview of how the school tracks attendance (tardy, excused, unexcused) for all students, including subgroups?
2. How will the school track chronic absenteeism and provide supports for students chronically absent?
3. Describe the system to ensure each student receives maximal instructional time as it relates to attendance practices.

While Parker Montessori School 56 routinely emphasizes the importance of attendance with students and parents, impediments related to socioeconomic challenges including familial trauma and limited resources contribute to the chronic absenteeism observed. Continued social-emotional and cultural competency training will further cultivate positive, supportive, mutually respectful relationships between staff and families ensuring parents feel welcome and comfortable seeking support and assistance. These efforts will continue to bolster student-level support as well to guarantee a warm, nurturing learning environment where students feel safe and accepted, which is conducive to increased attendance rates. It should be noted that COVID-19 will create additional barriers in the school improving attendance rates for the 2021-2021 school year.

Parker Montessori routinely emphasizes the importance of attendance with students and parents. To effectively track attendance data, teachers submit attendance on PowerSchool within the first 60 minutes of the day. The School Social Worker /Attendance Team will be able to utilize reports in gathering data that will provide information regarding a student's tardiness and excuse/unexcused absences. The attendance team will communicate closely with the teachers and parents to discuss students approaching chronic absenteeism. For those students who have chronic absences, school based intensive strategies will be implemented in supporting the student based on their needs. These supports consist of the following:

- Utilize the Attendance Team and MTSS Team to employ additional interventions
- Review targeted interventions and analyze data for effectiveness
- Document targeted interventions, including duration and effectiveness (this data will be collected by Teacher/ School Social Worker).
- Implement check in/ check out program with students who have poor attendance
- Attendance Team/School Social Worker/ Graduation Coach case management
- Provide intensive individual support based on identified needs
- Develop an individualized attendance incentive plan that best supports each student experiencing chronic absences.
- Create staff relational connections: identify a key staff member for celebrations and check-ins. Develop a team within our staff to help assist with check-ins. Each staff involved, will set dates/times to communicate with the student.

Gap Analysis: Attendance

How will the school's attendance practices also help the school address its focus areas?	In what ways does the school's attendance practices <i>not</i> help the school address its focus areas?
For Focus Area 1: Proficiency PowerSchool is utilized in order to track attendance daily.	For Focus Area 1 & 2: A formalized tracking system ensuring receipt of compensatory instructional time for students who are chronically absent would better inform efforts and efficacy.
For Focus Area 2: Growth Staff is supportive of students when absent by offering compensatory instructional time to ensure continued growth.	
For Focus Area 3: SEL Good attendance is reinforced as an important part of the academic process.	For Focus Area 3 & 4: The staff at Parker Montessori need to continue to refine discipline and behavioral practices to ensure they are conducive to an environment where students feel nurtured, safe, and supported.
For Focus Area 4: Low Performing Student Subgroups PowerSchool allows attendance data to be disaggregated by subgroups.	

Description of Core Element 9: Parent and Family Engagement

1. How will the school work to maximize the engagement of family members in the school, including to improve student academic outcomes?
2. What strategies will the school use to increase family and community engagement, including family literacy programs?
3. What strategies will the school use to understand parents' hopes, concerns, and suggestions?
4. How will the school keep parents apprised of services offered by the school?
5. How will the school ensure its staff have the cross-cultural skills necessary for successful collaboration with family members?

Note: When describing the school's parent and family engagement policy, please be sure to include a school-parent compact outlining shared responsibility for high student academic achievement, per 511 Indiana Administrative Code 6.2-3.

Parker Montessori School 56 recognizes the importance of cultivating supportive partnerships with parents conducive to high levels of engagement. The school has been innovative in how it elicits parent participation by not only seeking participation and input through the traditional means of their parent-teacher organization, the Eagle Fan Club, but also incorporating systems of support for families, such as the school's food pantry, to ensure parents have the resources necessary to adequately support their child academically. Literacy is embedded in all school events to further the acquisition of reading competency through parental support. A Family and Community Liaison and Community Council meetings provide additional opportunities for parents and community members to share their desires for the school. Parker Montessori has an open-door policy where parents can readily access administration and teachers with supportive measures including a food bank and the provision of books through One Book One School to foster literacy are available for families.

Communication with parents is ongoing with families apprised of services and resources via the School Messenger service. The Minute for Montessori is a weekly phone call to parents with announcements for the upcoming week on Sunday evening. It is accompanied by a text message duplicate of the voice call. The Eagles' Nest newsletter shares the information digitally in an expanded form with updates also being posted on the school website. Class Dojo is utilized as a communication platform by teachers to facilitate communication with parents. Academic performance indicators are shared routinely throughout the school year with parents being apprised of students' present levels, including ILEARN and NWEA performance, during parent-teacher conferences in October and ILEARN and NWEA reports being mailed home. Moreover, the school regularly hosts events throughout the school year to involve parents in academics and provide them with insight as to how they can best support their student at home including Back to School Night-Ice Cream Social, literacy nights, Montessori 101, Fall Festival, Monday Montessori meetings, SEL nights, as well as sending home monthly newsletters and posting on social media platforms.

Gap Analysis: Parent and Family Engagement

How will the school's family engagement plan also help the school address its focus areas?	In what ways does the school's family engagement plan <i>not</i> help the school address its focus areas?
For Focus Area 1: Proficiency Multiple opportunities for parents to be informed of student assessment data, progress, and goals are provided throughout the school year.	For Focus Area 1 & 2: Ongoing communication apprising parents of student progress towards the mastery of grade-level content standards has not been established.
For Focus Area 2: Growth The school routinely hosts events to celebrate student growth and progress.	For Focus Area 2:
For Focus Area 3: SEL Events specific to SEL are held routinely.	For Focus Area 3: A parent education piece related to SEL does not currently exist.
For Focus Area 4: Low Performing Student Groups The promotion of literacy during family events encourages greater parental support in developing fluent readers.	For Focus Area 4: Parental participation for students of the subgroups can be minimal due to a lack of resources not yet identified by the school.

Appendix E

As part of the CNA process an injury form focusing on the core elements was given to the instructional staff. It is noted that the same questions utilized on the inquiry form are those listed on the IDOE CNA/SIP template. However, the school chose to utilize a six-point Likert scale rather than a Yes/No response. The resulting data is listed below and reflects the responses of 64 staff members.

Core Element 1: Curriculum

Core Element 1: Curriculum						
	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
The school uses district-established curriculum that is aligned to the Indiana Academic Standards.	0%	4%	9%	22%	49%	16%
Pacing guides and/or curriculum maps are used to plan and teach a standards-based curriculum.	0%	4%	5%	22%	58%	11%
Teachers and staff are engaged in cross grade-level articulation of standards.	0%	5%	7%	24%	53%	11%
A culturally responsive curriculum is used to ensure all students' cultural differences are recognized and appreciated.	0%	0%	2%	27%	44%	27%

Core Element 2: Instructional Program

Core Element 2: Instructional Program						
	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
The school has a process for identifying the exceptional learning needs of students who are highly proficient and at risk of failure.	0%	0%	5%	15%	64%	16%
A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.	0%	7%	4%	31%	46%	11%
A variety of instructional strategies are employed to meet the diverse learning needs of students.	0%	0%	2%	13%	58%	27%
Teachers use strategies that monitor and adjust instructional during lessons (e.g. adjusted based on checks for understanding).	0%	0%	2%	15%	71%	13%
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	0%	2%	4%	24%	56%	15%
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	0%	0%	6%	7%	69%	19%
Instructional strategies provide students with multiple options for illustrating their knowledge.	0%	0%	4%	20%	58%	18%
Instructional strategies foster active participation by students during the instructional process.	0%	0%	2%	13%	58%	27%
Teachers and staff promote authentic learning and student engagement across all content areas.	0%	0%	4%	22%	60%	15%
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	0%	0%	2%	15%	69%	15%
Instructional strategies assist with bridging the cultural differences in the learning environment.	0%	0%	7%	22%	60%	11%
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	0%	2%	0%	27%	55%	16%
Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc).	2%	2%	4%	18%	55%	20%
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.	0%	4%	4%	24%	60%	9%

Core Element 3: Assessment

Core Element 3: Assessment						
	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
A system is in place to use assessment data to make decisions about programs, practices, and instruction.	0%	2%	4%	18%	60%	16%
The school uses assessment data to identify students for Tier II and Tier III instruction.	0%	2%	2%	5%	64%	27%
Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.	0%	5%	9%	27%	49%	9%

Core Element 4: Coordination of Technology Initiatives

Core Element 4: Coordination of Technology Initiatives						
	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
The school has a process for integrating technology into the instructional program to promote learning.	2%	2%	8%	23%	49%	17%
A plan is in place to provide in-service training in the use of technology.	2%	7%	11%	33%	41%	6%
Protocols and criteria are used to review and select technology hardware, software, and instructional programs.	0%	9%	11%	31%	37%	11%
There are established procedures for maintaining technology equipment.	2%	8%	15%	26%	40%	9%
Sufficient infrastructure exists to support instructional, assessment, and operational needs.	2%	4%	17%	31%	37%	9%

Core Element 6: Safe and Disciplined Environment

Core Element 6: Safe and Disciplined Environment						
	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
Practices are in place to develop and maintain a positive school climate between staff, students, and families.	0%	4%	2%	31%	48%	15%
A multi-tiered system of supports (MTSS) provides students with academic, behavioral, and social-emotional care and early intervention.	0%	2%	2%	11%	65%	20%
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	0%	2%	0%	11%	61%	26%
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	0%	2%	0%	20%	59%	19%
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	0%	4%	2%	19%	57%	19%
High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	0%	4%	2%	22%	43%	30%
All staff express belief that all children can learn and consistently encourage students to succeed.	0%	6%	2%	9%	54%	30%
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	0%	6%	0%	24%	50%	20%

Core Element 8: Review Attendance

Core Element 8: Review Attendance						
	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
The school has and follows a chronic absence reduction plan.	0%	2%	2%	19%	55%	23%
A multi-tiered system of supports (MTSS) is in place to identify and help the academic, behavioral, and/or social emotional needs of chronically absent students.	0%	0%	6%	19%	55%	21%

Key Factors from the Teacher Inquiry Form	
Strengths	Areas for Improvement
<ul style="list-style-type: none"> 88% of respondents indicated teachers use instructional strategies that ensure students have multiple means of accessing instructional content. 87% of respondents reported discipline rules are established with copies of the rules made available to students and their parent/guardian. 85% of respondents identified the use of a variety of instructional techniques to meet the diverse learning needs of students. 85% of respondents reported the use of instructional strategies that foster active participation by students during the instructional process. 	<ul style="list-style-type: none"> 46% of respondents reported that sufficient technological infrastructure exists to support instructional, assessment, and operational needs. 47% of respondents indicated a plan is in place to provide in-service training in the use of technology. 48% of respondents identified protocols and criteria are used to review and select technology hardware, software, and instructional programs. 49% of respondents verified established procedures exist for maintaining technology equipment.

Curriculum Audit

1

Identify the overall measures for key curriculum components

2

Rate the current levels of process, implementation, and refinement

3

Provide specific feedback for each key component

4

Determine next steps based on evidence and data analysis



EQUITABLE EDUCATION SOLUTIONS
PROMOTING LEARNING FOR ALL STUDENTS

PRIORITIZATION OF STANDARDS

Comprehensive Needs Assessment
for School Improvement Planning



Francis W. Parker
Montessori
School 56

4	EXEMPLARY – Strong evidence of the key component within the measure of application.
3	EVIDENT – Key component is evident and observable within the measure of application.
2	PARTIALLY EVIDENT – Some evidence of the key component is observable within the measure of application.
1	NOT YET EVIDENT – Lack of evidence suggests the key component is not observable within the measure of application.

Use the scale above to rate the below measures of application. Our process is designed to begin with a broad perspective then drill down to your current areas of strength and key components requiring support.

Process (P): There is a consistent, systematic approach to curriculum throughout the building.

Implementation (I): The curriculum map components drive daily instruction.

Refinement (R): There is an evident cycle of learning in order to ensure curriculum maps are rigorous and relevant.

Key Component	Process	Implementation	Refinement	ROW TOTAL
The prioritization of standards that are the most critical per grade level is evident.	4	3	3	10
Objectives and activities align to the rigor of priority standards.	2	2	2	6
There is an allotment of time built in for reteaching/enrichment of standards throughout the year.	3	3	3	9
It is clear how priority standards are consistently cycled back throughout the course of a school year.	2	2	2	6
MEASURES OF APPLICATION TOTALS	11	10	10	31/48



PRIORITIZATION OF STANDARDS

Comprehensive Needs Assessment
for School Improvement Planning



Francis W. Parker
Montessori
School 56

STRENGTHS & OPPORTUNITIES FOR IMPROVEMENT SPECIFIC FEEDBACK

Key Component	STRENGTHS	OFI'S
The prioritization of standards that are the most critical per grade level are evident.	The presence of a clear prioritization of standards was found in the curriculum maps and pacing guides submitted for review.	The intentional grouping of standards into cohesive, progressive units to connect content, allow for the cycling of standards, and ensure rigor and relevance would ensure opportunities for students to attain mastery of priority standards.
Objectives and activities align to the rigor of priority standards.	Seventh and eighth grade ELA maps provide learning objectives and activities that align to the rigor of the priority standards.	The identification of priority standards will lend to the development of SLOs and activities that reflect the level of rigor necessary to attain proficiency.
There is an allotment of time built in for reteaching/enrichment of standards throughout the year.	While not explicitly identified in the current curriculum maps or pacing guides, an allotment of time for remediation and enrichment was identified during focus group discussions.	The creation of enrichment and remediation activities in alignment with priority standards would bolster remedial and enrichment efforts.
It is clear how priority standards are consistently cycled back throughout the course of a school year.	Seventh and eighth grade ELA curriculum maps provide a consistent approach to the cycling of standards most critical per grade level to ensure ample opportunity for students to attain proficiency.	A consistent approach to the cycling of standards that provides students with multiple exposures to the content and skills critical per grade level would promote student acquisition of proficiency of prioritized standards.



STUDENT LEARNING INDICATORS

Comprehensive Needs Assessment
for School Improvement Planning



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Montessori
School 56

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Process (P): There is a consistent, systematic approach to curriculum throughout the building.

Implementation (I): The curriculum map components drive daily instruction.

Refinement (R): There is an evident cycle of learning in order to ensure curriculum maps are rigorous and relevant.

Key Component	Process	Implementation	Refinement	ROW TOTAL
Clearly defined learning progressions for each priority standard are demonstrated.	3	3	3	9
Tiered assessments are established for each priority standard.	1	1	1	3
Students are provided choices for how they learn and show mastery of priority standards.	1	1	1	3
MEASURES OF APPLICATION TOTALS	5	5	5	15/36



STUDENT LEARNING INDICATORS

Comprehensive Needs Assessment
for School Improvement Planning



Francis W. Parker
Montessori
School 56

STRENGTHS & OPPORTUNITIES FOR IMPROVEMENT SPECIFIC FEEDBACK

Key Component	STRENGTHS	OFI'S
Clearly defined learning progressions for each priority standard are demonstrated.	Through the identification of priority standards, current curriculum maps and pacing guides provide the foundation for a progression of learning for grade level content standards.	The creation of clearly defined learning progressions that outline student acquisition of the necessary knowledge and skills related to the prioritized standards would identify students' present levels and guide reteaching and remediation efforts.
Tiered assessments are established for each priority standard.	The presence of standards-based assessments was found in several grade levels, which would support the creation of tiered assessments to support students' acquisition of proficiency.	The development of tiered assessments in conjunction with priority standards would ensure assessments evaluate where students lie on their progression towards mastery of priority standards.
Students are provided choices for how they learn and show mastery of priority standards.	While choice is not currently present in how students demonstrate mastery, the Montessori method and resources available will lend to the creation of choice in assessment.	Current curriculum maps do not include clearly defined opportunities for students to choose how they demonstrate mastery of the prioritized Indiana Academic Standards.



CORE CURRICULAR ELEMENTS

Comprehensive Needs Assessment
for School Improvement Planning



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Montessori
School 56

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Use the scale above to rate the below measures of application. Our process is designed to begin with a broad perspective then drill down to your current areas of strength and key components requiring support.

Process (P): There is a consistent, systematic approach to curriculum throughout the building.

Implementation (I): The curriculum map components drive daily instruction.

Refinement (R): There is an evident cycle of learning in order to ensure curriculum maps are rigorous and relevant.

Key Component	Process	Implementation	Refinement	ROW TOTAL
Enduring understandings that provide an overarching purpose for units of study are identified.	1	1	1	3
Essential questions that promote inquiry within each unit of study are present.	2	2	3	7
The vocabulary included in the curriculum maps include both nouns and assessment verbs.	1	1	1	3
There is a cross-curricular alignment to literacy or other content standards.	1	1	1	3
Employability skills (21 st Century skills) are identified and embedded within the activities of each unit of study.	1	1	1	3
There is a system for teachers to reflect and provide feedback to the units of study.	1	1	1	3
MEASURES OF APPLICATION TOTALS	7	7	8	22/72



CORE CURRICULAR ELEMENTS

Comprehensive Needs Assessment
for School Improvement Planning



Francis W. Parker
Montessori
School 56

STRENGTHS & OPPORTUNITIES FOR IMPROVEMENT SPECIFIC FEEDBACK

Key Component	STRENGTHS	OFI'S
Enduring understandings that provide an overarching purpose for units of study are identified.	The identification of priority standards will lend to the creation of units of study that include enduring understandings and essential questions, as well as the inclusion of content and assessment relevant vocabulary, to create sustaining connections among content and engage students in rigorous learning activities that promote proficiency.	The creation of enduring understandings through the development of cohesive, progressive units will ensure SLO's and activities are relevant and establish sustaining connections to future learning objectives and goals.
Essential questions that promote inquiry within each unit of study are present.		Multiple essential questions to promote inquiry and generate engagement within each unit of study are not present in curriculum maps.
The vocabulary included in the curriculum maps include both nouns and assessment verbs.		Curriculum maps could be improved by utilizing a vertical alignment process to determine critical vocabulary and assessment verbs for each subject area.
There is a cross-curricular alignment to literacy or other content standards.	The collaborative nature of the faculty and staff of Parker Montessori School lends itself to cross-curricular alignment and interdisciplinary literacy instruction.	Cross-curricular instruction and integration of content area literacy standards are not currently included in curriculum maps.
Employability skills (21 st Century skills) are identified and embedded within the activities of each unit of study.	Though not explicitly stated in curriculum maps, teachers incorporate employability skills into instruction.	As of July 2019, Indiana Code indicates that Employability Skills should be embedded within curriculum maps and instructional planning.
There is a system for teachers to reflect and provide feedback to the units of study.	Teachers are reflective practitioners who regularly analyze the efficacy of curriculum and instruction during teacher PLCs.	In conjunction with the implementation of the units of study comprising curriculum maps, a systematic approach for the ongoing reflection and refinement process should be incorporated into teacher PLCs.



OVERALL REPORT

Comprehensive Needs Assessment
for School Improvement Planning



Francis W. Parker
Montessori
School 56

KEY COMPONENT TOTALS

Key Component	Totals
Prioritization of Standards	31/48
Student Learning Indicators	15/36
Core Curricular Elements	22/72
CURRICULUM AUDIT SCORE	68/156

APPLICATION TOTALS

Key Component	Totals
Process	23/52
Implementation	22/52
Refinement	23/52

ANALYSIS & RECOMMENDATIONS: Based on the curriculum audit conducted for Beardsley Elementary School in June of 2020, it is recommended that the following professional learning occur:

- (1) Unpack prioritized standards in order to deeply understand content, build measurable objectives for classroom instruction, and construct proficiency scales to gauge student learning progressions and elevate individualized learning.
- (2) Engage in building inter-disciplinary curriculum maps including units of study that include: (1) enduring understandings, (2) essential questions, (3) key concepts and vocabulary, (4) Indiana employability skills, (5) social-emotional learning indicators, and (6) curricular resources to be utilized throughout each unit.
- (3) Construct tiered assessments that inform educators, students, and parents where students are in the progression of their learning in each prioritized standard.
- (4) Establish a data-driven refinement cycle for continued curriculum map development.



Comprehensive Needs Assessment for School Improvement Planning

Assessment Audit

01

Analysis
from inquiry
forms

02

Assessment
length and skills
addressed

03

Item type
analysis

04

Webb's Depth
of Knowledge

05

Metacognition



EQUITABLE EDUCATION SOLUTIONS
PROMOTING LEARNING FOR ALL STUDENTS

School Francis W. Parker Montessori 56

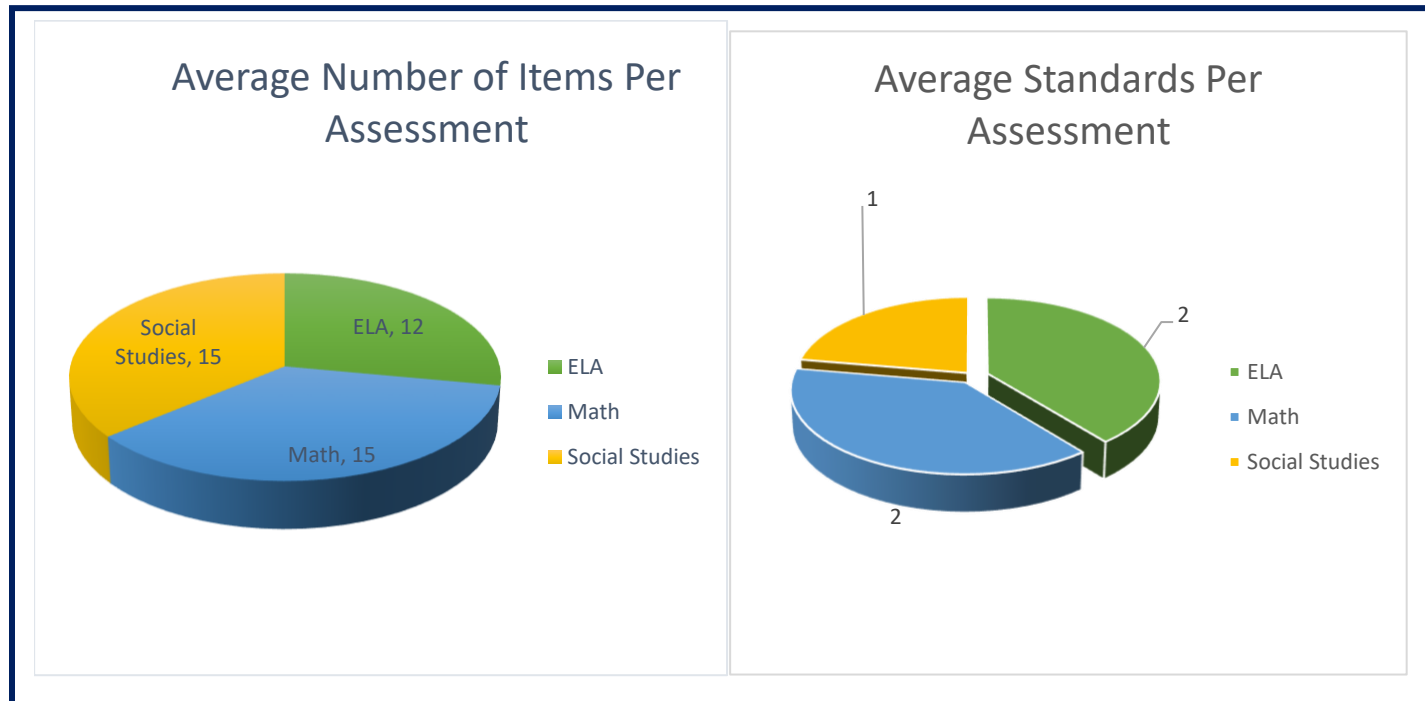
Number of Assessments Analyzed 22

Types of Assessments Analyzed Formative, interim, and summative assessments

The assessment audit focuses on the following components:

- Assessment Length and Number of Skills Addressed
- Item Type Analysis
- Webb's Depth of Knowledge
- Metacognition in Assessment

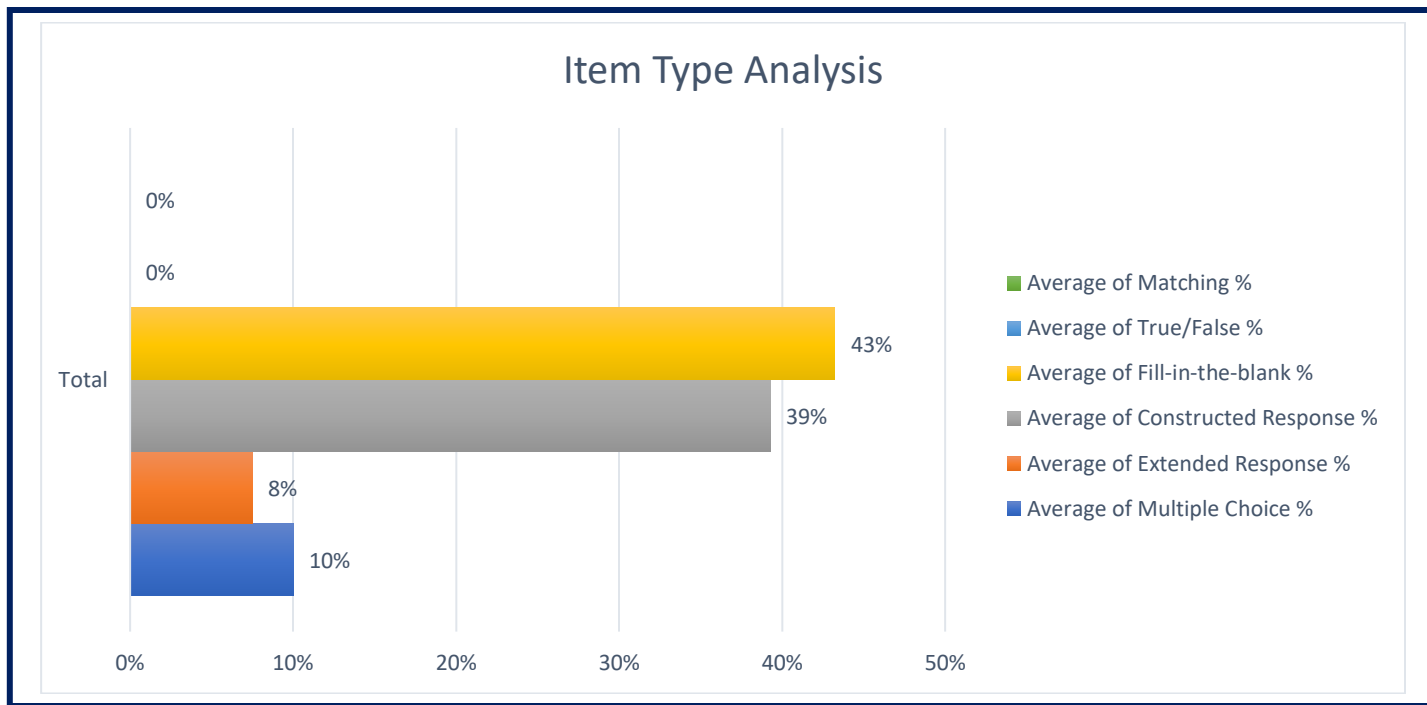
Process for Writing Assessments	
Summary Parker Montessori School submitted 22 assessment items for review. Assessments represent various grade levels, preschool through eighth grade, with the sampling consisting of 8 ELA, 11 Math, 1 Social Studies, and 1 Related Arts assessment. Of the assessments submitted, 20 demonstrate a teacher created assessment and consist of a variety of formative, interim, and summative assessments with many assessing student progress toward proficiency related to the prioritized standards.	
Strength	Opportunity for Improvement
The majority of the assessments were teacher created which ensures alignment between assessment items and student learning objectives. Moreover, several assignments reflect a clear alignment between assessments and the evaluation of student acquisition of standards-based content identified as most critical per grade level. A variety of question types comprised the assessments with the number of assessment items and targeted standards being representative of teachers' intentions to assess for depth over breadth of understanding related to standards.	In order to support high-quality instruction, assessments can be further developed to encourage higher-order thinking and a strategic assessment design. Though question types were varied, there is an opportunity to increase the rigor and Depth of Knowledge of items on assessments. Additionally, the submitted assessments lack metacognitive tasks and the opportunity for students to extend and explain their thinking.



Assessment Length and Skills Addressed

Of the 22 assessments submitted by Parker Montessori School for review, the average number of items present on assessments was 14. ELA assessments possessed an average of 12 items per assessment, while Math and Social Studies assessments had an average of 15 items per assessment. The number of standards evaluated per assessment was one for Social Studies and two for both ELA and Math.

Strength	Opportunity for Improvement
Teacher created assessments, administered in conjunction with the instruction of critical standards, indicate an increased use of assessment data to guide instruction and identify student level attainment of learning objectives and standards.	A clearly defined progression towards the attainment of mastery of standards would ensure targeted instruction and assessment related to student acquisition of the knowledge and skills necessary for proficiency and facilitate the ongoing development of a balanced and comprehensive assessment system.



Item Type Analysis

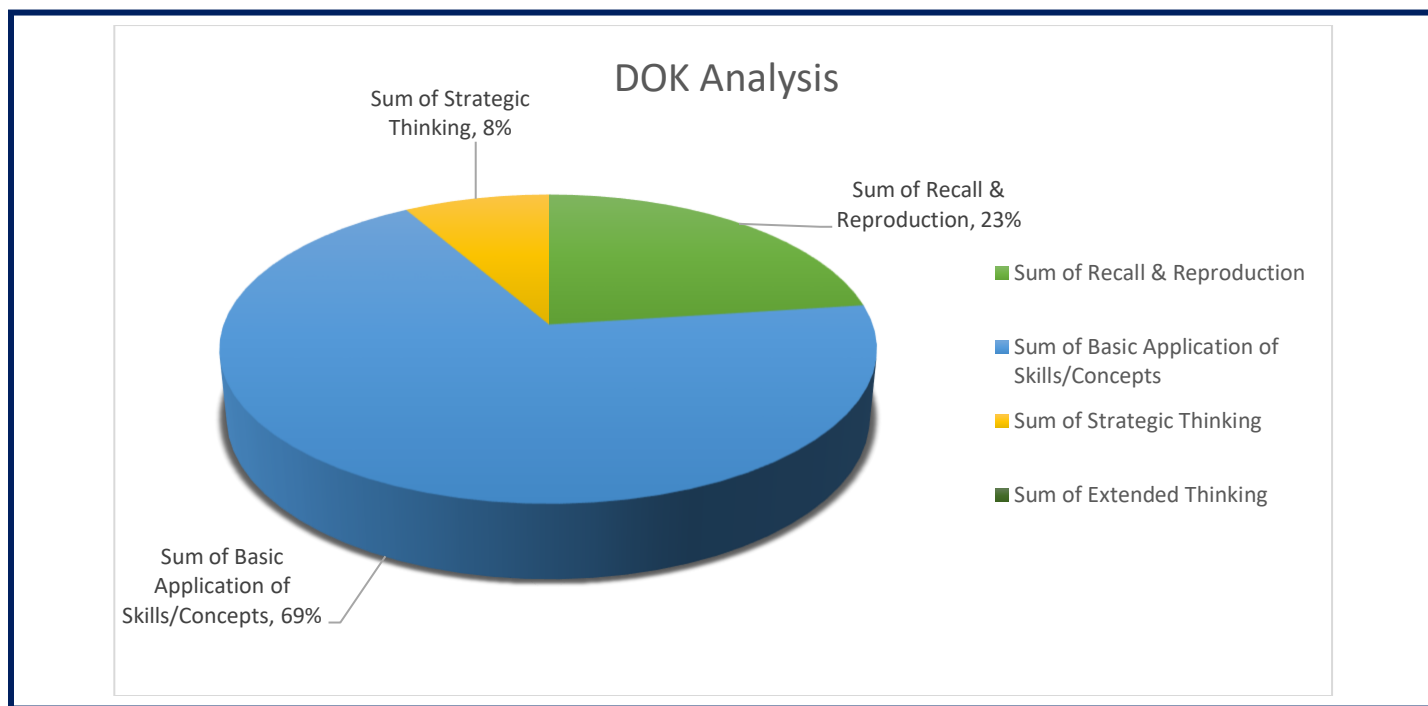
Parker Montessori School's 22 assessments included a total of 293 assessment items. Of the 293 assessment items, 43% were fill-in-the-blank, 10% were multiple choice, 39% were constructed response, 8% were extended response.

Strength

Most assessments offer a variety of item types, creating multiple opportunities for students to demonstrate their mastery of a single standard. The presence of constructed response items indicates teachers are developing more rigorous assessments that require students to expand upon their thinking and use evidence to support their response.

Opportunity for Improvement

Continued refinement of assessment practices to ensure items provide students with opportunities to engage in critical thinking through constructed and extended response items will identify students' need for continued support in their attainment of standards-based content and student learning objectives. Varying with more rigorous item types also elevates literacy across content areas.



Webb's Depth of Knowledge

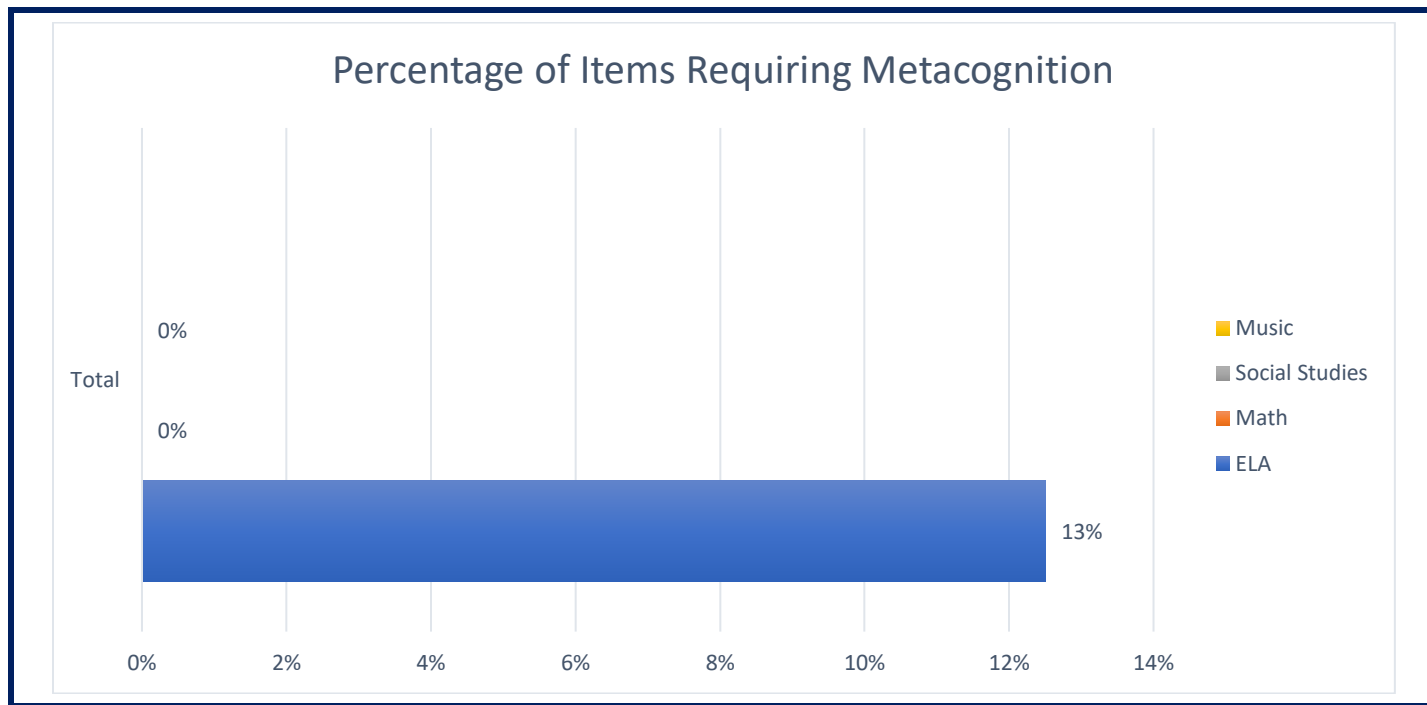
The submitted assessments from Parker Montessori School include 293 assessment questions with a variety of item types; however, when diving into Depth of Knowledge, 23% of assessment questions required recall and reproduction of content knowledge with 69% requiring the application of skills and concepts. Moreover, 8% of assessment items required strategic thinking. Therefore, while a varied item type does exist, the Depth of Knowledge level students are presented to demonstrate their mastery of a standard remains at a lower level.

Strength

The majority of assessment items require students to engage with the content in a manner eliciting greater depth related to their acquisition of content knowledge. This provides teachers with insight regarding any gaps in understanding or misconceptions of standards-based knowledge and skills.

Opportunity for Improvement

With 92% of the assessment items requiring recall or application of skills and concepts, there is an opportunity to continue to refine assessment practices to incorporate higher level DOK assessment items. Incorporating more items such as constructed response, extended response, and essay would require students to grapple with their answers in a way that demonstrates what they know and do not know about the standards assessed.



Metacognition in Assessment

Providing an opportunity for metacognition throughout assessment allows educators an inside track into student thinking, thus giving the educator a true sense of where students reside in the mastery of the standards assessed. Of the submitted assessment questions, the practice of eliciting metacognition to evaluate student learning was present in one assessment.

Strength	Opportunity for Improvement
Teachers are currently accustomed to creating assessments aligned with learning objectives; therefore, the foundation of the practice to elicit a more meaningful representation of student learning is currently being utilized.	Teachers need to become knowledgeable of the use of metacognition as an assessment strategy. Incorporating the practice of responses requiring metacognition will build teachers' capacity to not only assess rigorously, but also analyze student-level data to guide instructional decision making.

Evidence-Based Recommendations

Though a persistent challenge is aligning assessment practices to the daily rigor levels of standards-based instruction, based on evidence, there are few strategic solutions that can be provided to sum up the assessment audit findings for Francis W. Parker Montessori School 56. We believe that taking these steps will progressively shift teacher practice, while increasing student achievement.



Webb's Depth of Knowledge & Bloom's Taxonomy. Empirical evidence from the audit suggests that teachers may be familiar with Webb's DOK, however, application with designing assessments is a priority area for consideration. In order to develop effective assessments, teachers must be trained on Webb's DOK and Bloom's Taxonomy practices.



Rigorous instructional practices. Appropriate selection of texts and tasks aligned to curriculum maps and corresponding, ongoing assessments are critical to growth of student performance at your school. Mastery models and how they should be utilized in daily delivery of instruction as well as application to assessment are essential to student growth.



Metacognition practices. Focus on *how* students are thinking is equally as important as *what* they are learning. In order for your team to advance student achievement, there must be an effort to increase the amount of metacognition that is happening through daily instruction efforts, as well as embedded in assessments.

The process of adopting *and* sustaining a new approach to assessment requires support. Most schools require support in order to collect and analyze current practices, determine needs, identify priorities and create an implementation plan with core team members to lead assessment practices.

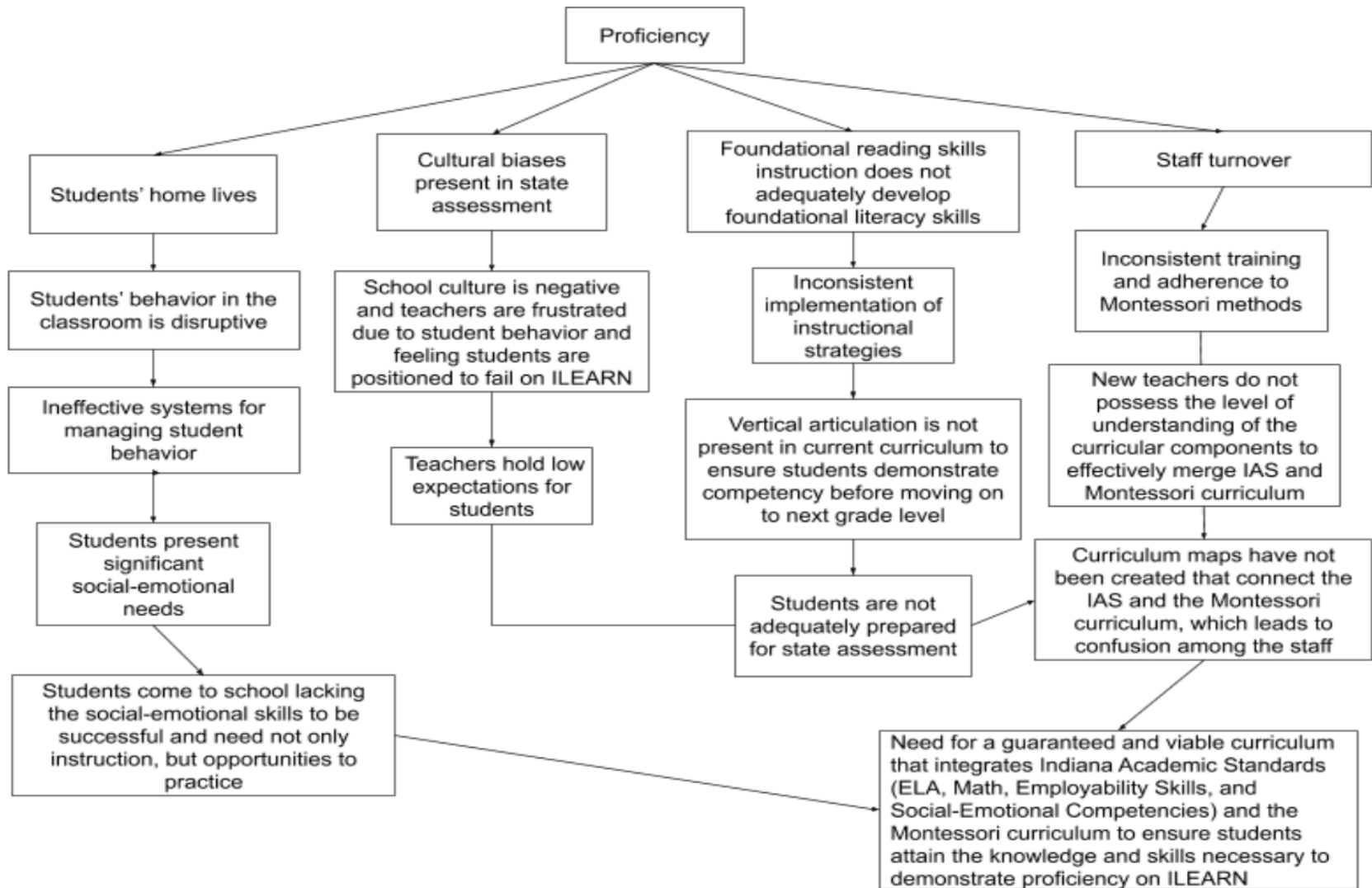
Additionally, capacity-building of team members can be challenging. A school environment must be conducive to failure. This begins with purposeful engagement with all stakeholders and developing buy-in. After this, it is important for ECS to determine if they also need to take steps to improve their overall mindset and systems that accompany assessment.

Root Cause Analysis

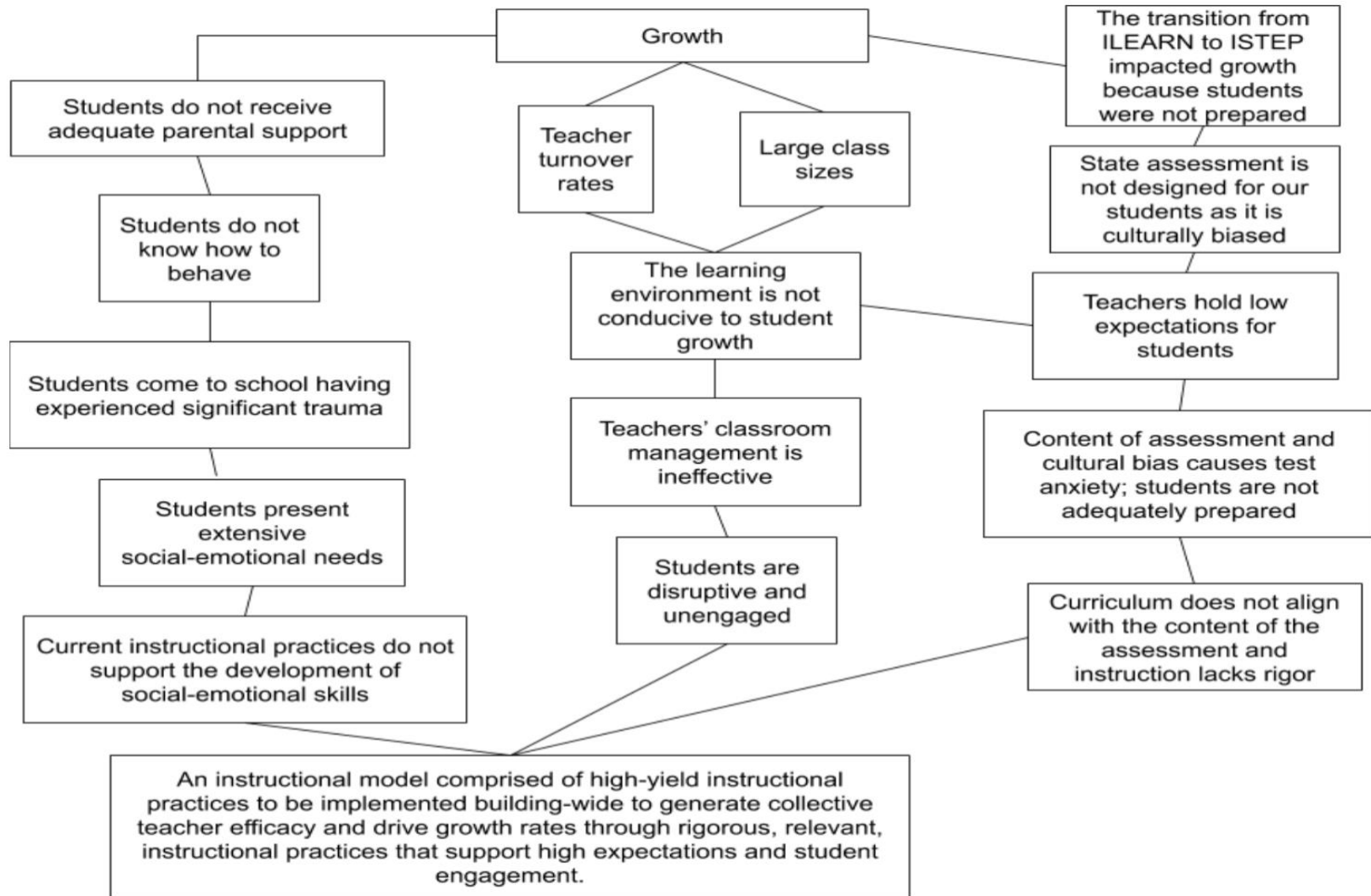
Comprehensive Needs Assessment for School Improvement Planning

Focus Area 1	Focus Area 2	Focus Area 3	Student Group Focus Area
<p>Proficiency: Due to receiving ELA and math proficiency rates of 13.4% and 8.4%, respectively, Parker Montessori will engage in a process of curriculum refinement to develop comprehensive units of study that cohesively align curriculum with Indiana Academic Standards and the Montessori curriculum.</p>	<p>Growth: Due to disproportionate rates of students demonstrating low growth, 47.9% in ELA and 49% in math, Parker Montessori will collectively create a high-yield instructional model to increase rigor, relevance, engagement, and accountability.</p>	<p>SEL: In order to attain an 80% model attendee rate, Parker Montessori will create a comprehensive framework to drive SEL efforts to integrate behavioral practices and SEL, foster students' acquisition of social-emotional competencies, and effectively support students in need of individualized intervention to create a more equitable and inclusive learning environment.</p>	<p>SPED & African American: Due to disproportionate rates of students in the subgroups of SPED and African American not demonstrating proficiency and adequate rates of growth, Parker Montessori will increase cultural competency to provide a safe, supportive learning environment where instruction and supports are responsive to student level data.</p>

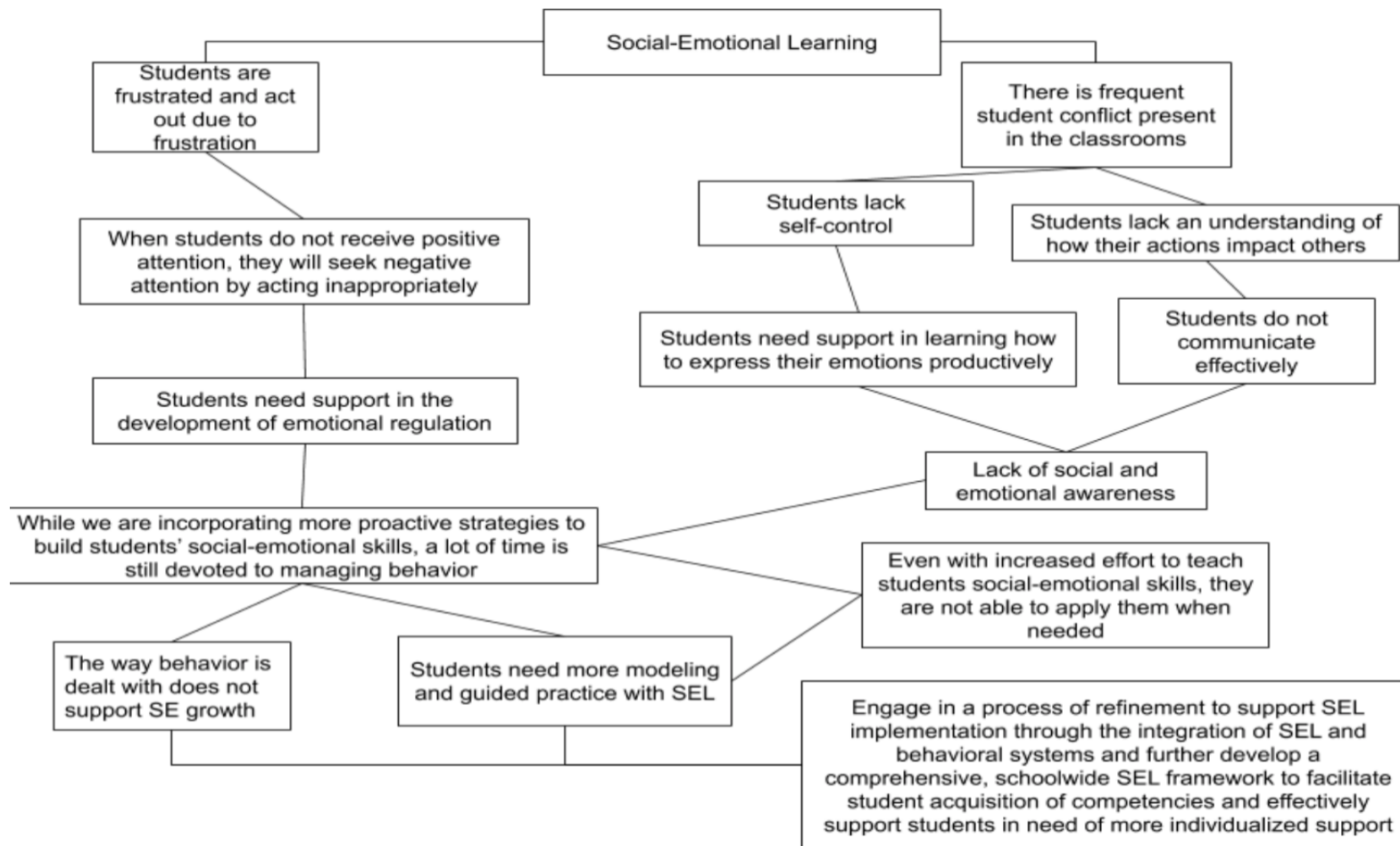
Focus Area 1



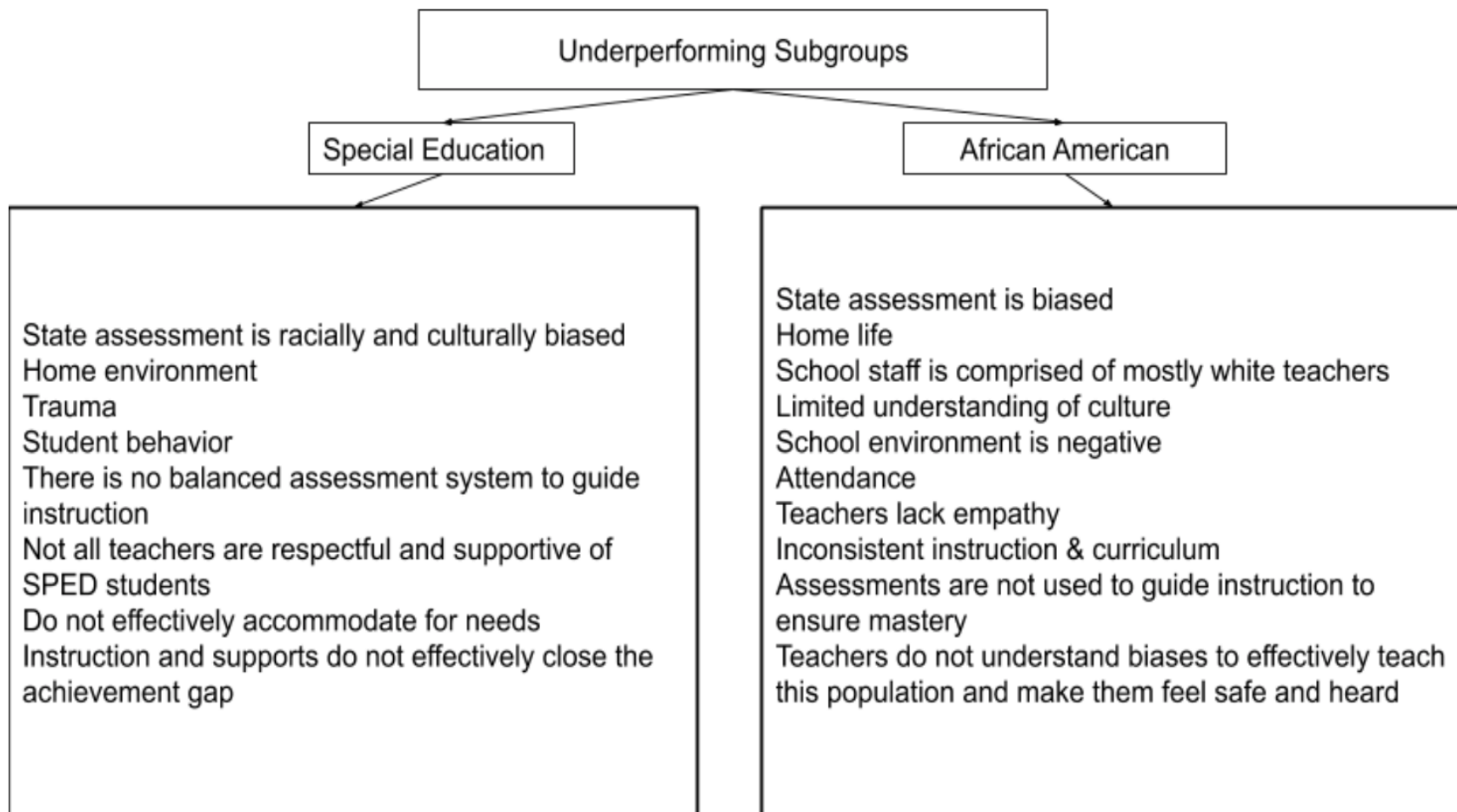
Focus Area 2



Focus Area 3



Student Group Focus Area



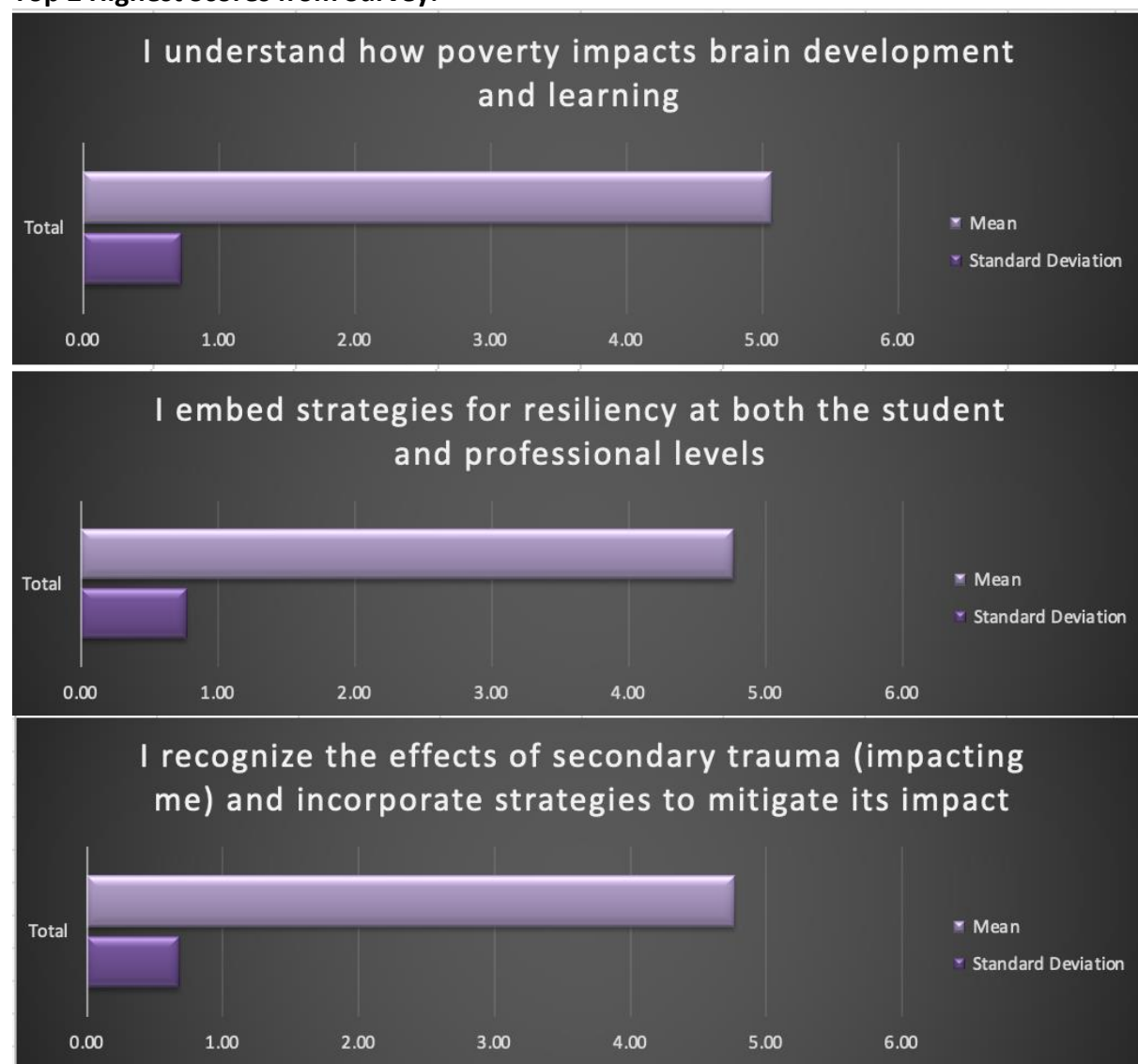
Appendix I: Social and Emotional Learning

Throughout the CNA, we have been gathering data to better inform the needs of our students' social and emotional learning. The following includes data from surveys, instructional investigations, and focus group discussions to inform how the needs of our high-risk students will be addressed through mental health programs, instructional support and mentoring, and non-academic skill improvement strategies.

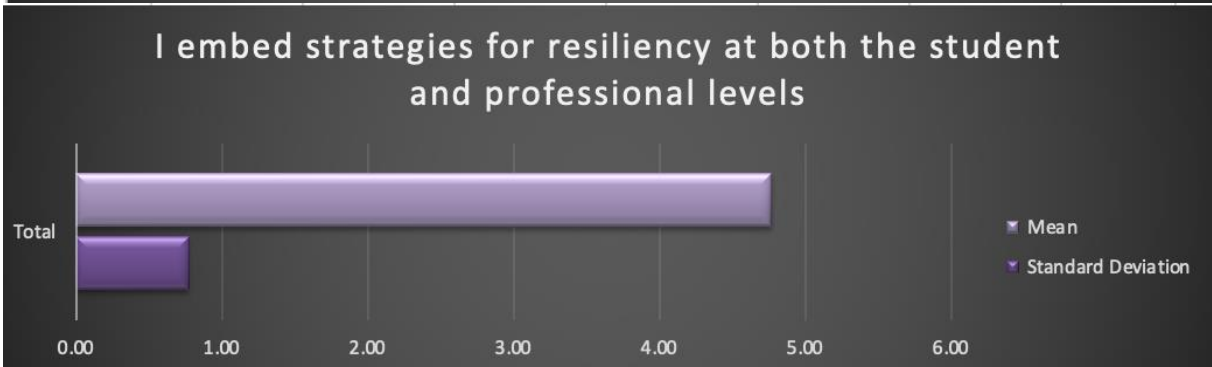
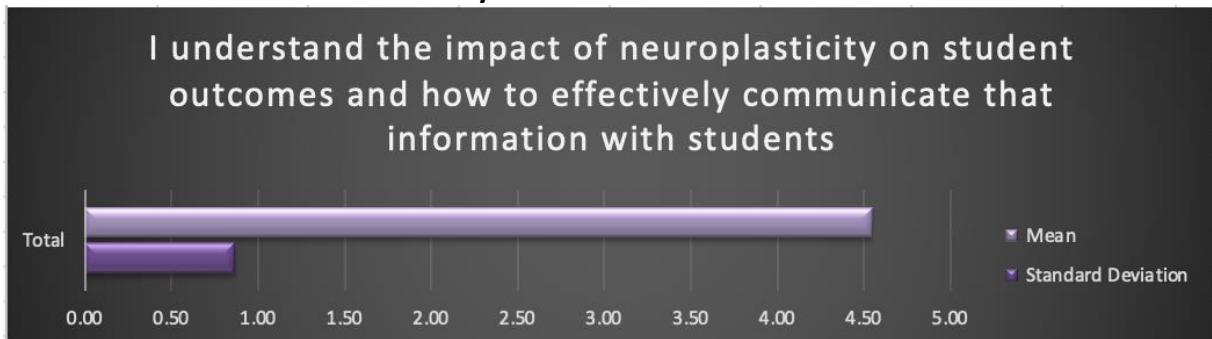
A six-point Likert scale was given to all staff at Francis W. Parker Montessori School 56 with 44 staff members participating. The survey consisted of three areas including questions about educational neuroscience, mindsets for learning, and routines for learning.

Educational Neuroscience

Top 2 Highest Scores from Survey:



Bottom 2 Lowest Scores from Survey:



Narrative from Focus Groups:

Teachers have received an abundance of professional learning regarding educational neuroscience through Butler University and at the district level. Ongoing professional learning revisiting the content of these sessions, furthering understanding of concepts, and supporting implementation has been provided at the school level through the support of the SEL teachers. Furthermore, the staff engaged in a book study facilitated by the Race Equity Team over the book *Culturally Responsive Teaching and the Brain*.

Strength:

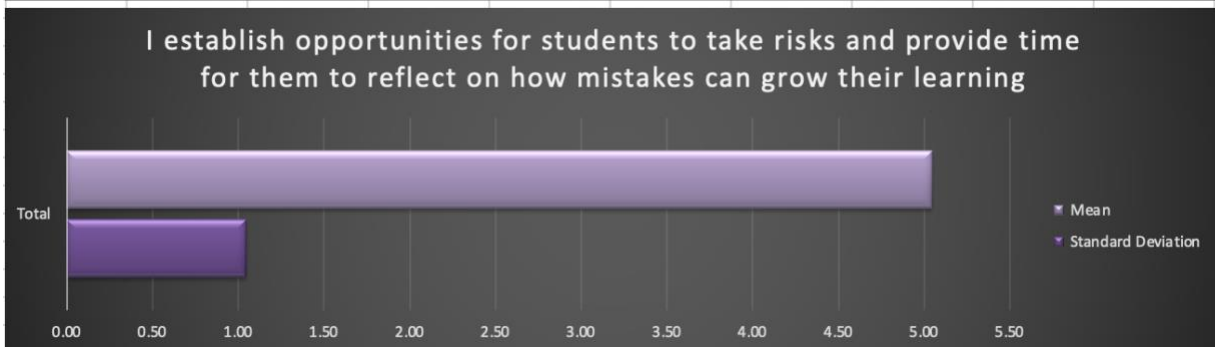
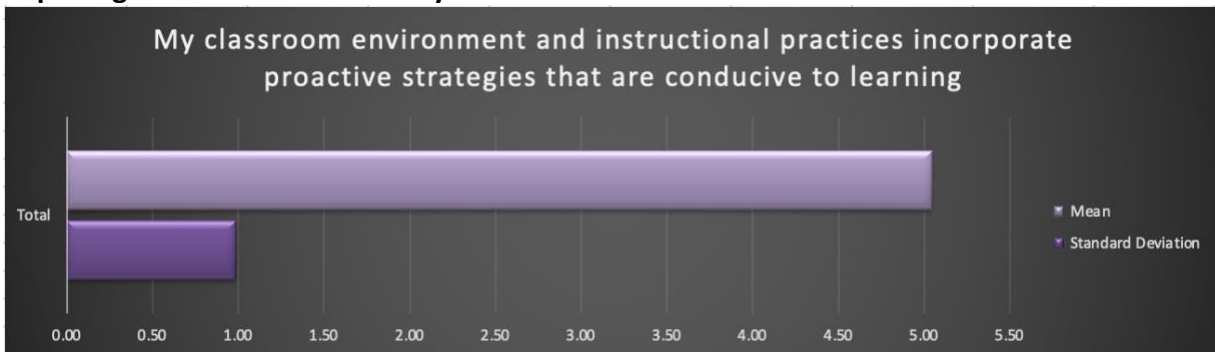
Teachers possess an understanding of the various parts of the brain and their impact on learning, as well as the implications of poverty and trauma on brain development and have integrated responsive strategies into instructional practices.

Opportunity for Improvement:

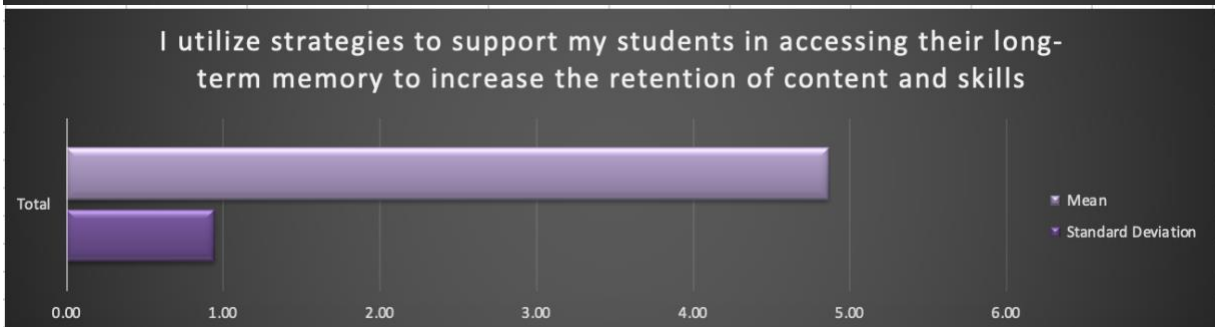
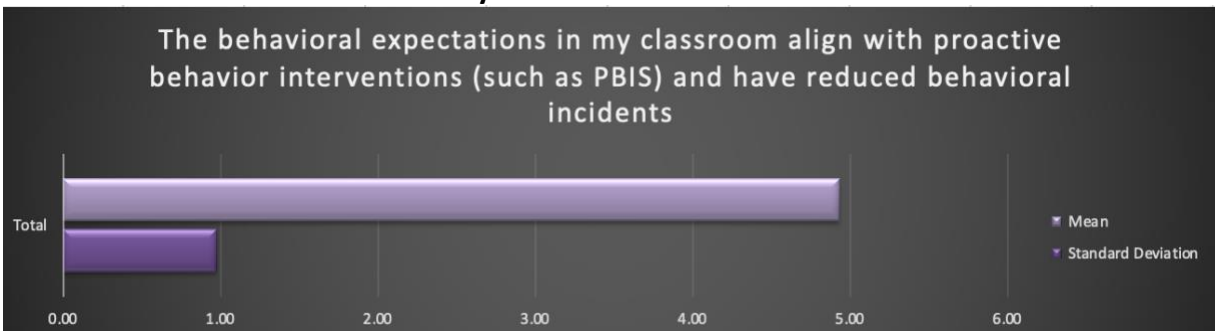
Further aligning the theoretical knowledge staff has gained through professional learning with behavioral and disciplinary practices would support SEL efforts in cultivating a trauma-sensitive culture and ensuring those practices do not trigger trauma responses in students.

Mindsets for Learning

Top 2 Highest Scores from Survey:



Bottom 2 Lowest Scores from Survey:



Narrative from Focus Groups:

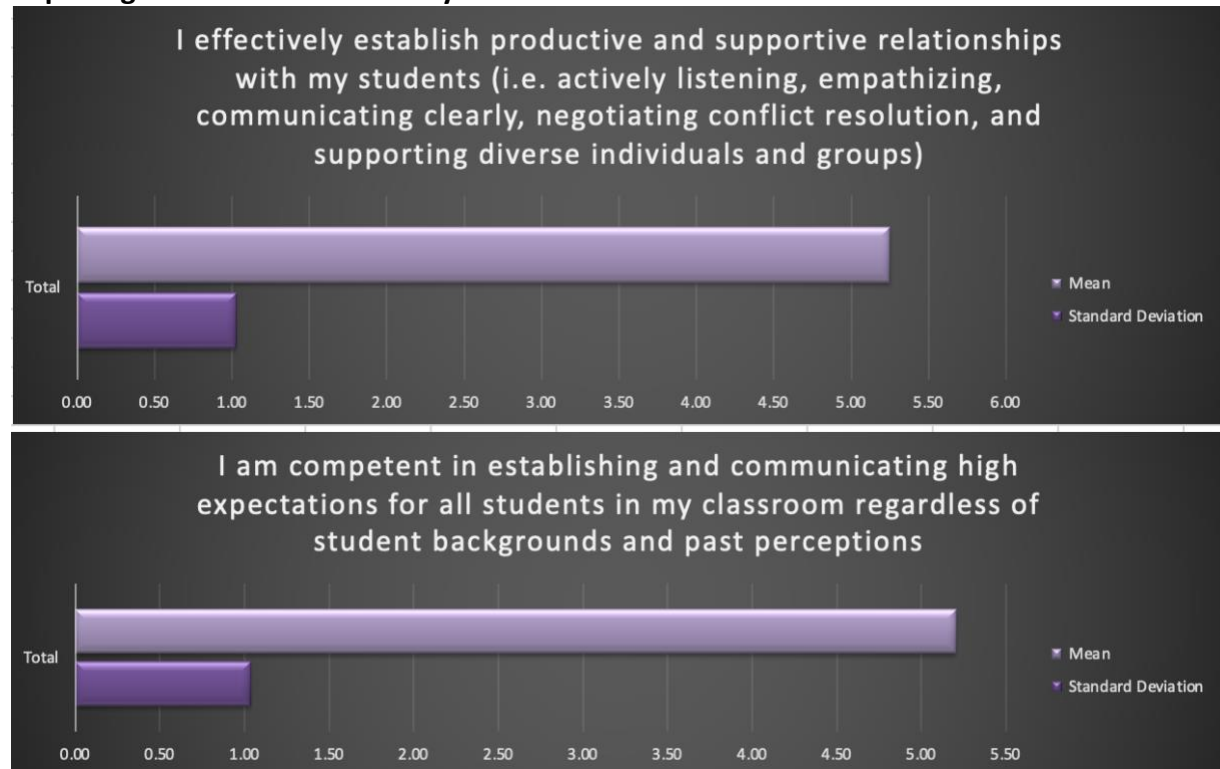
Focus group discussions identified a strong desire to create an equitable and inclusive learning environment. Several programs and initiatives have been incorporated into practice to foster strong relationships, support students in their learning, and create opportunities for students to build social-emotional competencies. Staff report SEL instruction has resulted in shifts in mindset and improved student behavior.

Strength:

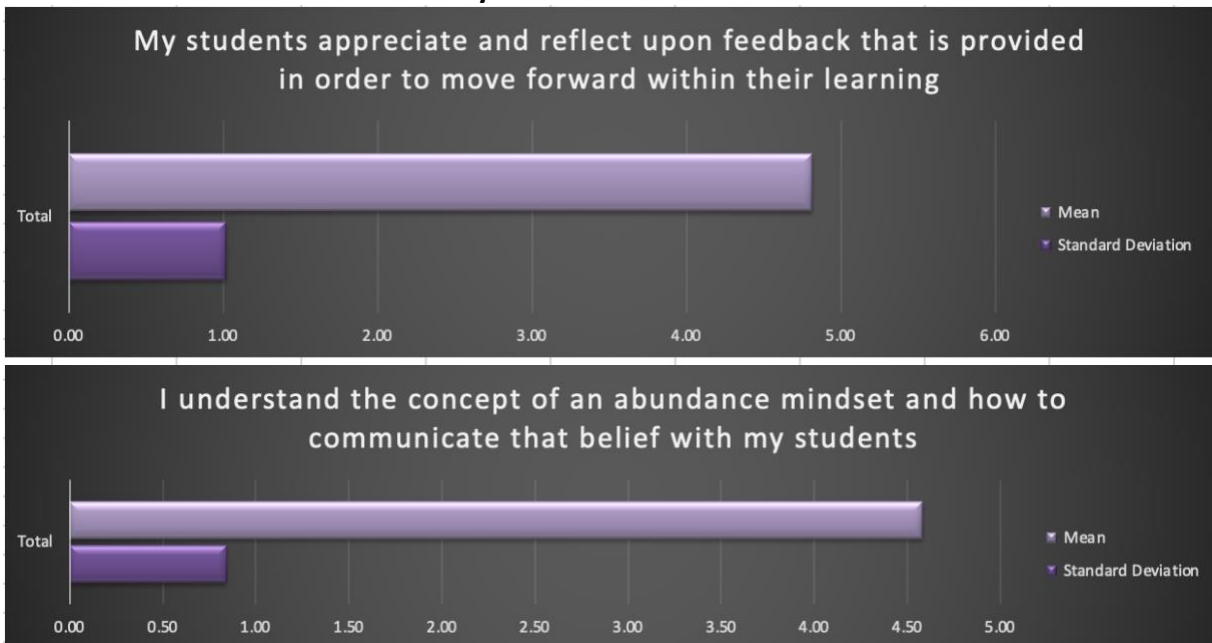
Teachers effectively establish themselves as learning allies creating the support and trust necessary to extend student learning and maintain high expectations for all learners.

Opportunity for Improvement:

Extending training to all members of the staff, including support staff, to ensure a safe and supportive learning environment would be beneficial. Continuing to refine behavioral intervention practices to shift from punitive to restorative measures would bolster SEL efforts in generating proactive versus reactive responses to student behavior.

Routines for Learning**Top 2 Highest Scores from Survey:**

Bottom 2 Lowest Scores from Survey:



Narrative from Focus Groups:

Focus group discussions identified the desire for the ongoing refinement of schoolwide expectations and routines, as well as clearly defined expectations for classroom implementation, to create a more intentional and cohesive system for positive behavioral support. The desire for greater clarity and consistency regarding behavioral interventions was also indicated.

Strength:

Teachers embrace and actively participate in SEL instruction and are responsive in the implementation of aligned strategies to create environments conducive to learning.

Opportunity for Improvement:

Increased focus on the systems and routines supporting positive behavioral initiatives would increase collective teacher efficacy.

Targeted Support & Improvement (TSI) – Any public school with one or more student groups (1) performing in the lowest 10% of their group for two consecutive years and (2) is identified as “does not meet expectations.”

1. Convene a planning team for each identified ATSI subgroup and analyze ATSI assessment data

2. Create a SMART goal specific to improving academic outcomes for each identified ATSI

3. Identify how students in each ATSI identified subgroup will realize increased academic



EQUITABLE EDUCATION SOLUTIONS
PROMOTING LEARNING FOR ALL STUDENTS

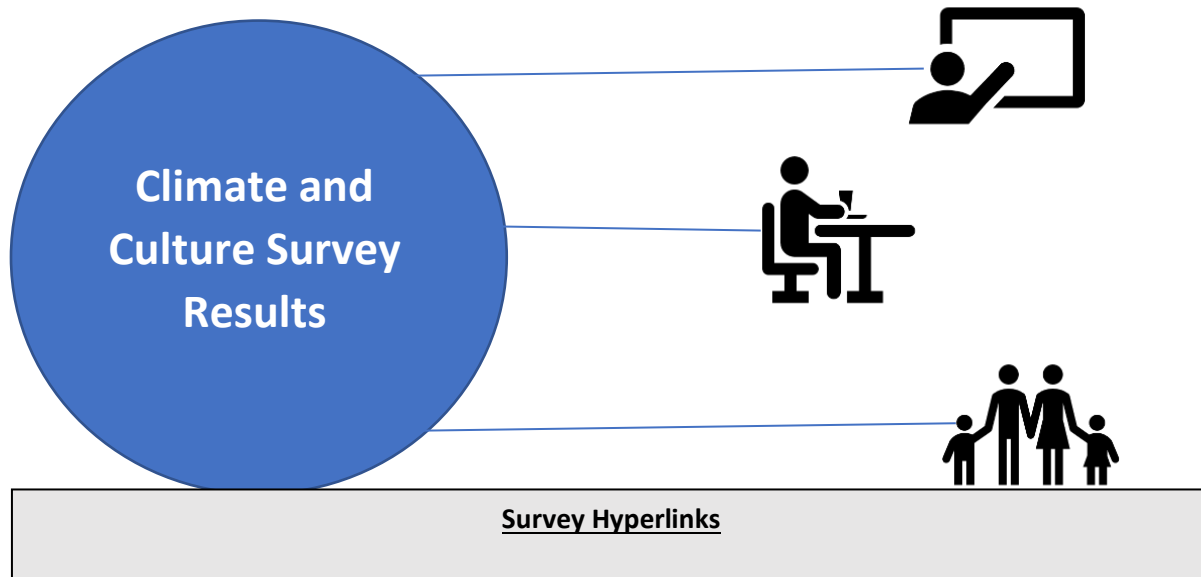
Low Performing Subgroup of Black/African American Students

Academic Subgroup Committee		
Name	Team Member Role	Stakeholder Representation
Christine Rembert	Principal	Administrator
Michelle Bolinger	Assistant Principal	Administrator
Shannon Messer	Educator	Educator
Jennifer Wood	Educator	Educator
Nashia Abdul-Aleem	Family & Community Liaison	Community Member
Jennifer Buchanan-Schwanke	Secretary	Educator
Angie Dunbar	Parent	Parent
Beth Reidman	Parent	Parent
Focus Area Description	Of the 111 students comprising the Black/African American subgroup, 10.8% demonstrated proficiency on the ELA state assessment and 6.3% demonstrated proficiency on the Math state assessment. An average of 23.8% of students passed the ELA test for the last 2 years with a -22.6 percentage point change from the 17-18 school year to the 18-19 school year. On average, 14.8% of students passed the Math assessment over the last two years, with a -15.8 percentage point change from the 17-18 school year to the 18-19 school year. Disproportionate rates of students demonstrating low growth rates have also been observed with 43.4% demonstrating low growth in ELA, which is a 22.5% increase from the previous year, and 40.2% demonstrating low growth in Math, which is an 7.2% increase.	
Subgroup Specific SMART Goal- Students within the subgroup of Black/African American will demonstrate an increase in proficiency for ELA and Math according to data from ILEARN in the following increments: SY 2020-2021: ELA: Proficiency rate of 24.1%; High Growth rate of 27.1%; Low Growth rate of 40.4% Math: Proficiency rate of 18.9%; High Growth rate of 31.9%; Low Growth rate of 46.9% SY 2021-2022: ELA: Proficiency rate of 34.9%; High Growth rate of 34%; Low Growth rate of 30.9% Math: Proficiency rate of 30.5%; High Growth rate of 40.9%; Low Growth rate of 30.9% SY 2022-2023: ELA: Proficiency rate of 45.7%; High Growth rate of 49.2%; Low Growth rate of 18.3% Math: Proficiency rate of 42.1%; High Growth rate of 49.9%; Low Growth rate of 14.9%		
The performance of this low performing subgroup will be addressed within the following parts of the School Improvement Plan detailed within Appendix H...		
<input checked="" type="checkbox"/> PD Goal 1		<input checked="" type="checkbox"/> Road Map 1
<input checked="" type="checkbox"/> PD Goal 2		<input checked="" type="checkbox"/> Road Map 2
<input checked="" type="checkbox"/> PD Goal 3		<input checked="" type="checkbox"/> Road Map 3

Low Performing Subgroup of Special Education Students

Academic Subgroup Committee		
Name	Team Member Role	Stakeholder Representation
Christine Rembert	Principal	Administrator
Michelle Bolinger	Assistant Principal	Administrator
Darren Dubois	Educator	Educator
Karen Young	Educator	Educator
Amy Barnes	Educator	Educator
James Gordon	Social Worker	Educator
Lauren Wagner	Educator	Educator
Focus Area Description	Of the 41 students comprising the Special Education subgroup, none demonstrated proficiency on the ELA or math state assessment. In addition, disproportionate rates of students demonstrating low growth rates were observed with 40.8% demonstrating low growth in ELA, which is a 22.2% increase from the previous year, and 39.7% demonstrating low growth in Math, which was a decrease of 9.1%. Low rates of high growth were observed as well with 29.3% of students demonstrating high growth in ELA and 9% demonstrating high growth in math.	
Subgroup Specific SMART Goal- Students within the subgroup of Special Education will demonstrate an increase in proficiency for ELA and Math according to data from ILEARN in the following increments: SY 2020-2021: ELA: Proficiency rate of 21.4%; High Growth rate of 33.7%; Low Growth rate of 35% Math: Proficiency rate of 22.6%; High Growth rate of 25%; Low Growth rate of 38.3% SY 2021-2022: ELA: Proficiency rate of 32.6%; High Growth rate of 40.3%; Low Growth rate of 26.4% Math: Proficiency rate of 33.7%; High Growth rate of 34%; Low Growth rate of 31.5% SY 2022-2023: ELA: Proficiency rate of 43.8%; High Growth rate of 49.1%; Low Growth rate of 15% Math: Proficiency rate of 44.7%; High Growth rate of 46%; Low Growth rate of 14.9%		
The performance of this low performing subgroup will be addressed within the following parts of the School Improvement Plan detailed within Appendix H...		
<input checked="" type="checkbox"/> PD Goal 1		<input checked="" type="checkbox"/> Road Map 1
<input checked="" type="checkbox"/> PD Goal 2		<input checked="" type="checkbox"/> Road Map 2
<input checked="" type="checkbox"/> PD Goal 3		<input checked="" type="checkbox"/> Road Map 3

Appendix K: Climate and Culture Survey Results



Family Results	Teacher Results	Student Results Grades 3-5 Grades 6-8
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Parent Stakeholder Group	Number of Participants: <u>74</u>
Strengths	Opportunities for Improvement
<ul style="list-style-type: none"> 99% of parents report the school communicates well with people from their culture. 93% of parents report the school is welcoming. 92% of parents report feeling a sense of belonging at the school. 92% of parents report they do not fear their child will be treated differently if they bring up a concern. 	<ul style="list-style-type: none"> 86% of parents report they have rarely or never helped out at the school in the past year. 79% of parents report not being involved in fundraising efforts. 74% of parents report not being involved with parent groups at the school. 74% of parents report rarely to never discussing the school with other parents from the school. 68% of parents report rarely to never meeting with their child's teacher in person at the school.

Teacher Stakeholder Group	Number of Participants: <u>34</u>
Strengths	Opportunities for Improvement
<ul style="list-style-type: none"> 79% of teachers report thinking about what someone of a different culture, race, or ethnicity experiences. 76% of teachers report the school leaders have the best interest of the school in mind. 71% of teachers report the school leaders are friendly towards them. 71% of teachers report leadership is respectful towards them. 	<ul style="list-style-type: none"> 71% of teachers report students are not supportive in their interactions with each other. 64% of teachers report that staff-student interactions are somewhat to not respectful. 59% of teachers report students do not help each other without being prompted. 59% of teachers report that when new initiatives are introduced at school, colleagues are somewhat to not supportive. 59% of teachers report that the work environment at the school is somewhat to not positive.
Student Stakeholder Group	Number of Participants: <u>193</u>
Strengths	Opportunities for Improvement
<ul style="list-style-type: none"> 63% of 3-5 grade students report teachers hold high expectations for them. 59% of grade 3-5 grade students report their teachers would be excited to see them if they returned after three years. 51% of 3-5 grade students report teachers would be concerned if they came to class upset. 72% of 6-8 grade students report when they feel like giving up, their teachers make them keep trying. 69% of 6-8 grade students report their teachers spend a significant amount of time encouraging them to do their best. 63% of 6-8 grade students report adults give quite a bit to a significant amount of support. A majority of students report teachers are respectful towards them: <ul style="list-style-type: none"> 3-5=64% 5-8=60% 	<ul style="list-style-type: none"> 59% of students in grades 3-5 report they are not excited to participate in class. 56% of students in grades 3-5 report that their peers show them little to no respect. 54% of students in grades 3-5 report not feeling like they belong at school. 59% of students in grades 3-5 report they are not excited to participate in class. 63% of students in grades 6-8 report they do not feel connected with the adults at the school. 62% of students in grades 6-8 report the people at the school do not understand them as a person. A majority of students in grades 3-8 report the behavior of other students hurts their learning: <ul style="list-style-type: none"> 3-5=64% 5-8=69% A majority of students in grades 3-8 report the rules for students at the school are unfair: <ul style="list-style-type: none"> 3-5=54% 6-8=63% A majority of students in grades 3-8 report they are not excited about going to their classes: <ul style="list-style-type: none"> 3-5=58% 6-8=78% A majority of students in grades 3-8 report they do not talk about ideas from class outside of school: <ul style="list-style-type: none"> 3-5=69% 6-8=79%